DOCUMENT RESUME

ED 145 839 IR 005 283

AUTHOR	Martindale, James; Hardesty, Larry
TITLE	Library Service Enhancement Program, DePauw University. Grant Proposal and Quarterly Reports.
INSTITUTION	DePauw Univ., Greencastle, Ind.
SPONS AGENCY	Council on Library Resources, Inc., Washington, D.C.
PUB DATE	18 Oct 77
NOTE	195p.; Best copy available
EDRS PRICE	MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS	*College Libraries; *Library Instruction; Library Programs; Library Reference Services; *Library Research; Library Services; *Library Skills; Professors; Research Skills; Student Evaluation; Student Opinion; *Undergraduate Students; Use Studies

ABSTRACT

The purpose of this grant, funded by the Council on Library Resources, was to allow a librarian to put aside normal duties for an academic year to explore with faculty, students, and administrators ways of improving library services, and to design methods of increasing library use by college students. A program was developed for orienting and instructing freshman and upper level students in the use of the academic library. For instructional purposes, two 45 minute slide presentations, accompanied by instructional booklets and worksheets, were given to freshman students. They are also expected to learn a basic search strategy to aid in completing course assignments. Upper level students received discipline-related library instruction; a number of bibliographic guides were developed to support this instruction. Appendices include: (1) results of student evaluation of the library orientation/instruction program; (2) student comments on the program; (3) results of the pre/post test questionnaire designed to measure freshman students' attitudes and skills in regard to the library; (4) faculty questionnaire designed to measure the attitudes and expectations of classroom instruction in regard to the academic library; (5) selected bibliographic guides; and (6) final reports made by the project librarian, director of libraries, and vice president of the institution. (Author/JPF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED145839

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

COUNCIL ON LIBRARY RESOURCES
LIBRARY SERVICE ENHANCEMENT PROGRAM,
DEPAUW UNIVERSITY, 1976-77

GRANT PROPOSAL
AND
QUARTERLY REPORTS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James Martindale
Larry Hardesty

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

submitted by

JAMES MARTINDALE
DIRECTOR OF LIBRARIES

LARRY HARDESTY
PROJECT LIBRARIAN

ROY O. WEST LIBRARY
DEPAUW UNIVERSITY
GREENCASTLE, INDIANA

October 18, 1977

BEST COPY AVAILABLE

I 1.R00 52P3

ABSTRACT

James Martindale, Director of Libraries, DePauw University
Larry Hardesty, Project Librarian, DePauw University

Publication Date: October 1977

Note - 195 p.; Grant proposal and quarterly reports of the Council on Library Resources' Library Service Enhancement Program Grant for the 1976-77 academic year awarded to DePauw University, Greencastle, Indiana

Descriptors: College Libraries, Instruction, Library Instruction, Library Programs, Library Reference Service, Library Research, Library Services, Library Skills, Library Surveys, Professors, Research Skills, Student Evaluations, Student Opinions, Student Research, Teachers, Use Studies.

The purpose of this grant was to allow a librarian to put aside normal duties for an academic year to explore with faculty, students, and administration ways of improving library services, and to design methods of increasing library use. Under this grant a program was developed at DePauw University for orienting and instructing freshman students in the use of the academic library. For instruction purposes, two forty-five minute slide presentations were given. They were accompanied by an instruction booklet and worksheet. The students were to learn a basic search strategy to aid in completing course assignments. Appropriate evaluation devices were developed. Results are included.

Instruction in the use of the academic library was also given to upper level students. A number of bibliographic guides were developed to support this instruction. Samples are included

Survey instruments were developed to measure the attitudes and skills of graduating seniors. Also, survey instruments were developed to measure the attitudes and expectations of classroom instructors in regards to the academic library. Results are included. Final reports by the project librarian, director of libraries, and the vice-president of the institution are included.

PROPOSAL TO THE COUNCIL ON LIBRARY RESOURCES, INC.

FOR THE PURPOSES OF THE

LIBRARY SERVICE ENHANCEMENT PROGRAM, 1976-77

ROY O. WEST LIBRARY
DEPAUW UNIVERSITY
GREENCASTLE, INDIANA 46135

FEBRUARY 6, 1976

Written By

Larry Hardesty

Head Of The Reference Department

And

James A. Martindale

Director Of Libraries

COUNCIL ON LIBRARY RESOURCES, INC.

Please Post

Library Service Enhancement Program, 1976-77

To Help Academic Libraries Achieve a More Central Role in the Educational Process on Campus

The Program

This program will enable a staff member, one with a broad knowledge of the library and its clientele and a strong interest in improving library services, to put normal duties aside for an academic year in order to:

- explore with faculty, students, and administration ways of improving library services
- develop an ACTION PLAN – creative programs to make the library a partner in the teaching/learning process of its institution
- design methods of increasing library use and strengthening the library's role in the academic life of the college or university.

The Award

CLR will provide an amount equivalent to the salary and normal benefits of the staff member, in each of up to 10 institutions.

Library funds thus released must be used to hire for the year a beginning professional librarian, one who received a Master's Degree in Library Science no earlier than the close of the 1973-74 academic year, to help fill the gap caused by the absence of the designated staff member from normal duties.

Remaining funds are to be used for necessary travel of the staff member and expenses related to the project.

Selection will be based on the quality and feasibility of the proposed program, as well as the qualifications of the project librarian. The commitment of the parent institution to the goals of the project will also be an important consideration.

Requirements

The library's application must be a joint effort of the library director and designated staff member.

Only libraries in 4-year accredited academic institutions are eligible.

DEADLINE FOR APPLICATIONS: FEBRUARY 15, 1976

Awards will be announced in early May 1976 for the project to begin at the opening of the 1976-77 academic year.

Interested library directors may receive application forms by sending a self-addressed #10 envelope or mailing label to — **Library Service Enhancement Program**
Council on Library Resources
One Dupont Circle, Suite 620
Washington, D. C. 20036

LIBRARY SERVICE ENHANCEMENT PROGRAM

While the academic library has been referred to often as "the heart of the college", there is much evidence to the contrary. For example, several studies conducted from 1932 to 1974 of library circulation records, including a seven and one-half week study at Kearney State College by this librarian, found that from forty-two to sixty-three percent of the students did not use their library's general collection.[1] Other studies, particularly by Trueswell,[2] indicate that a large portion of the academic library's general collection is virtually unused. All this adds up to a very gloomy picture for academic libraries.

No doubt a major reason why the academic library has been referred to continually as "the heart of the college" is because so many academicians believe that this should be its position. The answer to the problem, then, is not to cut acquisition budgets and stop building new libraries, but to work to actively integrate use of the library into the academic curriculum.

---

[1]Approximately thirty library use studies for this period are summarized in William E. Woods, "Factors Influencing Student Library Use: An Analysis of Studies (1930-1964)" (Unpublished M.A. paper, University of Chicago, 1965); and Larry Hardesty, "Student Use of the Library at Kearney State College," ERIC Document ED 104 404, August, 1975.

[2]R. W. Trueswell has published several studies over the last ten years. The principal study is R. W. Trueswell, Analysis of Library User Circulation Requirements, Final Report, January, 1968. N.S.F. Grant GNO 435.

This librarian has worked on such a program. He has designed and implemented a library enhancement program at Kearney State College,[3] and served as the Project Coordinator to incorporate it into a complete Library Learning Program, funded by a Council of Library Resources-National Endowment for the Humanities Grant.[4] He realizes that there are many stages of development involved in the successful planning and implementation of a library enhancement program. At best, it is a multi-year project involving long-range planning, considerable classroom faculty contact, and re-evaluation of present library programs and policies.

This librarian already has begun to work on such a program at DePauw University. Contacts have been made with administrative officers, heads of departments, and classroom faculty. Their response has been enthusiastic. A series of printed guides emphasizing discipline-related library search strategies have been developed to serve as the core of a library enhancement program.

Also, since a successful program of library enhancement should involve a variety of teaching approaches besides printed guides and personal contact, this librarian has investigated the use of media programs. Media programs, i.e. sound slide presentations, cassette tapes, etc., are important not only because they add variety and effectiveness to the

---

[3]Larry Hardesty, "A Basic Library Search Process for College Freshman English Students," The Library College "Experimenter," Vol. I. No. 3 (November 1975), pp. 6-13.

[4]Proposal To The Council on Library Resources And The National Endowment For The Humanities, from Kearney State College, November 27, 1974, pp. 14-15.

learning experience, but also because they add to the educational productivity of the library staff. With the cooperation of Project LOEX, he has recently completed a survey of 160 academic libraries who reported using slide/tape presentations, probably the most popular media format, for orientation and instruction.

Finally, since evaluation is a key element in a library enhancement program, this librarian has familiarized himself with various methods of evaluation. Besides attending various workshops and conferences relating to this subject, he has worked with an educational psychologist at Kearney State College in the development of a library pre-test and post-test for college freshmen. He personally visited the University of Colorado to discuss their use of a faculty survey technique and worked for its eventual use at Kearney State College.

In conclusion, this librarian believes strongly in the integration of the use of the academic library into the educational process. Through experience, education background, personal contacts, and attendance at the various workshops and conferences, he has become aware of the problems and methods of successfully implementing a library enhancement program. Usually such planning and implementation must be done in addition to normal duties, but this program will allow a rare opportunity to devote increased attention to library service enhancement. This librarian would greatly appreciate the opportunity to participate in this program to further the development of a specific program for successful library enhancement at DePauw University.

LIBRARY SERVICE ENHANCEMENT PROGRAM

For many years the academic library has been called "the heart of the college," and, despite evidence of the lack of its use, the importance of the academic library is continually increasing. We have passed the point where a student can sample all areas of knowledge during his academic career, much less comprehend them. Recognizing this fact, a recent report by the Carnegie Commission on Higher Education noted:

> The teaching of existing knowledge, in any event, becomes comparatively less essential to the task of higher education and imparting of skill for continuing self-education comparatively more, particularly in independent study and through the library.[1]

DePauw University, as a liberal arts instituion, is highly concerned with the educational process of its students. It views one of the major aims of a liberal arts education as providing the basic self-education which enables its students to continue learning throughout their lives.[2] To accomplish this aim, DePauw University recognizes its responsibility "to give its students familarity with such tools of learning as will make

---

[1]The Carnegie Commission on Higher Education, Reform on Campus: Changing Students, Changing Academic Programs, (New York: McGraw-Hill Book Company, 1972), pp. 22-23.

[2]DePauw University Bulletin, 1974/76, p. 12.

further study and life more valuable and effective."[3] An effective library enhancement program is one of the more important methods of accomplishing this goal.

A library enhancement program must be developed to be a continuous, on-going concern of librarians, classroom faculty, and administration. A successful program will involve considerable planning and effort, but experience has shown that it can be established in a series of stages, each involving certain key elements.

One method of implementing a library enhancement program is to emphasize a library search strategy or search process to the students. First, a basic, general search strategy can be taught to freshman students enrolled in, for example, English composition courses. The students can use the information gathered from library sources to write argumentative essays on current controversial topics. Such an assignment would relate closely to the course objectives, and students should have a high rate of success with such topics in their crucial initial contact with the academic library.

A second step is to introduce discipline-related search strategies to students as they begin taking courses in their major field of study. This would allow them to build on their previous experience at the freshman level and apply knowledge gained then to the hierarchy of the literature of a particular discipline. One goal to be strived for is the establishment of

---

[3]Ibid., p. 13.

one course in each discipline which would contain a unit introducing students to the literature and the library search process of that particular discipline.

Emphasis on library use should be reinforced in all courses at all levels. Depending upon the discipline, a suitable culmination to the students' involvement in a library enhancement program could be the demonstration of the ability to successfully complete an independent library research project at the senior level.

At each stage at least three key elements are involved which are important in making the program a success. First, any method of successful library enhancement must involve close cooperation between librarians and classroom faculty. Students should learn how to use the library, not for its own sake, but in order to do better course work. Studies, such as those done by Patricia Knapp,[4] have indicated that students will not use the library to any great extent unless required to do so by course-related assignments. Classroom faculty are also more amenable to the incorporation of library use into their courses if it can be related closely to course objectives. The inescapable conclusion is that it is difficult to have meaningful library instruction and enhancement without the cooperation and participation of the classroom faculty.

Second, a successful program of library enhancement should involve a variety of teaching approaches, such as printed guides, personal contact, and media programs. Media programs can add effectiveness and reinforcement

---

[4]Patricia B. Knapp, College Teaching and The College Library, (Chicago: American Library Association, 1959), p. 186.

to the educational process. They are also important because they can add to the educational productivity of the library staff. Few, if any, libraries have sufficient librarians to be in all places at all times to aid users of the library.

Finally, a vital element in a library enhancement program is evaluation. Without proper evaluation a library enhancement program may only end up teaching students how hard the academic library is to use. Besides the usual library statistics, such as recording reference questions and circulation statistics, pre-tests and post-tests should be used to measure both changes in student attitudes and knowledge. Interview and survey techniques can be used to measure classroom faculty response to the program. The library should re-examine its own policies and programs in light of the enhancement program. Then, after using the various evaluation devices, suitable adjustments must be made in the program.

Librarians, classroom faculty, and administrators at DePauw University have shown strong support for a library enhancement program. Through receiving this grant it is strongly hoped that an increased sense of the proper methods and direction in which to implement a successful library enhancement program can be developed. DePauw University, and in particular, Roy O. West Library would welcome this opportunity.

Mr. James A, Martindale
Director of Libraries

Mr. Larry Hardesty
Head of the Reference Department

LIBRARY SERVICE ENHANCEMENT PROGRAM

Twice a year the staff of the DePauw University Library offers the traditional one hour orientation program for freshmen students. The students are scheduled, through their English classes, to tour the library with a librarian accompanying them.

During the past several years, the staff, through readings and attending conferences, has developed an interest in providing a more extensive program of library utilization not only for freshmen but also for upperclassmen. We believe that the leadership for such a program rests with the library staff and especially with the reference department.

Our previous Reference Librarian resigned in December, 1974, and a library-faculty committee was formed to aid in the search for a new person. This committee established as a prime consideration that the new reference librarian should be interested in "reaching out" to the university community. We hoped to find one who would develop programs and challenge both the faculty and students with an enthusiasm that would strain the services and use of our library collection.

Larry Hardesty was selected as our Reference Librarian and joined the staff August 1, 1975. His background, education, and experience in developing a program for increased use of the Kearney State College Library made him

the unanimous choice of the search committee. For the same reasons, he is my choice for project librarian, if we should be selected to participate in this program at DePauw University.

Although he has developed several new aspects of reference service, i.e. printed study guides and bibliographies, his heavy reference desk assignments (we have a small staff) make it difficult for him to leave the library to concentrate on integrating use of the library into the education process through faculty contact, i.e. individual faculty consultations, classroom instruction, presentations to departmental meetings, and participation on student-oriented committees.

The Library Service Enhancement Program, 1976-77 would provide him with the opportunity to give increased attention to the developing library enhancement program already in progress and to work for its successful implementation. The program would be directed towards the efficient utilization of the staff, services, and collections of the library within the broader plan to prepare the DePauw student for the campus years and future life.

Mr. James A. Martindale
Director of Libraries

FIRST QUARTERLY REPORT

LIBRARY SERVICE ENHANCEMENT PROGRAM: DEPAUW UNIVERSITY

by

LARRY HARDESTY, PROJECT LIBRARIAN

As project librarian I am taking this opportunity to spell out in some detail both what has been done and what is being planned at DePauw University under the Library Service Enhancement Program. This is partly in response to Dr. Dix's request for more specific information on what the grant recipients are doing, and in response to the fact that our original grant proposal only spelled out our plans in general terms. After the recent meeting of the grant recipients I see the need for the Council on Library Resources to have additional details about our program.

Background Information

First, I see the the program funded by the Council on Library Resources at DePauw University as part of a larger program begun before the CLR funding and which will be carried on after the grant funding terminates. Much of the planning for what has been implemented this semester began two to three years ago while I was a librarian at Kearney State College. During my first year there the other reference librarian and I involved almost 2,000 students (out of nearly 5,000 enrolled) in some form of library instruction or orientation. In attempting to evaluate our efforts, we found that we had spread ourselves so thin that we could not do justice to the classes to which we offered instruction and orientation. Without any systematic plan we found

not only overlap among the students in the instruction and orientation we gave, but also many, if not most, of the students were not returning to the library to apply what we had taught them. A study of library circulation for the busiest period of the academic year (the second half of the second semester) found that fifty-three percent of the full-time undergraduate students did not circulation a single library item (enclosed is a summary of this study: "The Academic Library" Unused and Unneed?" Library Scene, December 1975/March 1976, pp. 14-16).

We concluded that it was neither possible nor necessarily desirable for us to attempt to go into every class we were invited into to give library instruction or orientation. The second year I was at Kearney State College an instructional designer, John Murphy, and I attempted to develop a systematic approach to library instruction. It involved development of a course-integrated library instruction with the freshman English beginning composition courses. The ideas was to teach them how to use the major collections within the library. A core of students would then develop who had been introduced to the major collections, and when they began to take courses in their major field of study they could then be instructed on how to use the more advanced library resources. The idea then is that instruction at the advanced level could be concentrated in those courses required of all students majoring in a particular discipline rather than attempting to have a librarian go into every class.

The freshman section of the instruction program involved the use of slides, a slide-tape program, overhead transparencies, instruction booklets, worksheets, and two class periods of instruction. The students then gathered information from the library in order to write their English compositions. This program was made the core of a NEH-CLR grant proposal which was funded

for a five year period. Last year it involved some 1,200 freshman English students at Kearney State College. Enclosed is a summary of the results of the pilot project implementing this program ("A Basic Library Search Process for College Freshman," The Library-College Experimenter, November 1975, pp. 6-13).

Previous Developments At DePauw University

In August of 1975 I accepted the position of reference librarian with DePauw University. Previously the extent of library instruction and orientation at DePauw University had been the traditional reference desk service and orientation tours for freshman students at the beginning of each semester. During my first year I spent part of my time developing bibliographic guides to library resources for the various disciplines. Guides completed to date include the following disciplines: American government, American history, art, broadcasting, business and economics, education, literary criticism, music, philosophy, psychology, religion, sociology, and biography. Sample copies of some of the guides are enclosed, and other guides are planned.

The preparation of each bibliographic guide involved the cooperation of at least one instructor in each discipline. Usually I learned of an instructor interested in the library from his or her students asking questions at the reference desk. I then would develop a rough guide to the literature of that discipline and contact the instructor for consultation. The guides offered a way to cover considerable territory and lay the basis for further instruction and cooperation. During the 1975/76 academic year approximately 2,000 such guides were distributed either by instructors in classes or from a literature guide stand set up in the main foyer of the library.

During the second semester of the 1975/76 academic year I completed two studies in order to determine the basis from which a library instruction program would start at DePauw University. The first was a study of all the recorded circulation of library items by students at DePauw University for an entire semester. This was a similar study to the one I had completed at Kearney State College. The final analysis of this study has not been completed, but preliminary descriptive data indicate that approximately forty-one percent of the DePauw University students did not check out any library items during the entire semester from any of the three libraries on campus. The average circulation per student for the semester was 4.5 library items. Relationships of sex, class, major field of study, size of high school graduating class, rank in high school graduating class, SAT scores, and current semester grade point average are yet to be analyzed, but this information is available. A follow-up study is planned in a few years to determine the effect of library instruction.

A second study was made of the use of a select group of books. These were all the books for which circulation information could be found and were purchased during a six month period some three years previously. Of these books it was found that approximately fifty percent had never circulated at least once during the three year period. Another follow-up study is planned in a few years to determine the effect of library instruction.

The Library Service Enhancement Program

During this past summer I began to work on some of the programs to be implemented under the Library Service Enhancement Grant. The first was an orientation program. It involved a self-guided tour of the library (a sample copy is enclosed), which was to be combined with a fifteen minute slide presentation. The slide presentation was designed to be given during

the first week of school, and its purpose was to encourage a positive attitude on the part of the students towards the library and the librarians.

This presentation was given to all but one class of the freshman beginning composition classes this first semester. A brief talk was given in the one class where the slide presentation was not given. This involved approximately seventeen classes and 340 students. The responsibility for giving the presentations was shared among the University archivist, David Horn, the new reference librarian hired under the grant, Kathleen Owens, and myself. Except for two classes, the self-guided tour was not distributed to the students in the classes. Instead, it was placed on a table in the main foyer in the library. As of November 1, some 512 copies of the self-guided tour had been picked up by students, faculty, and others coming into the library.

The instruction part of the program was initiated during the spring of 1976 with a meeting consisting of the head of the English department, the coordinator of freshman English, and myself. Throughout the summer I worked with the coordinator of freshman English to develop the instruction program. Previously each freshman English class had been given an assignment involving some use of the library. The library instruction program was developed around this assignment in a similar method as used at Kearney State College. It involves two class period of fifty-minutes, eighty colored slides, an instruction booklet, and a worksheet (a sample copy of the instruction booklet and the worksheet are enclosed). The slides, instruction booklet, and follow-up reference service served to reinforce the instruction. The worksheet and composition serves to insure that the students had to apply what they had been taught.

Between the last week of September and mid-November all except one instructor brought their classes to the library for the two class periods of instruction. The involvement in the program was voluntary, but each followed up with composition assignments requiring use of the library (although not necessarily in the same way). The students did have to come to the library and attempt to use the major collections in order to find information for their compositions. Approximately 320 students were involved, and the more than thirty presentations were given either by Kathleen Owens or myself. Other staff members and librarians were encouraged to attend the presentations, and many did. All except one instructor whose classes were involved attended the presentations, and several remarked on what they had learned.

With the students returning to the library, using materials, and asking questions, the total number of questions asked at the reference desk increased approximately thirty-seven percent for September and October over the same two months the previous year. Problems encountered were those of simply having enough periodical indexes for the students to use at one time and simply getting all the books and journals back onto the shelves. Especially during some evening hours it was difficult to answer all the questions asked.

Future Plans

A pre-test was given to a majority of the students involved, but after consultation with two classroom instructors in political science and sociology the validity of the pre-test was questioned. These two instructors are now working on a test that can be used to determine the effects of this method of orientation and instruction. It will emphasize behaviorial and attitudinal changes, but will also include a knowledge section. It is designed to be adapted to be used both for freshman and upperclassman, and it will be used second semester.

These same two classroom instructors have also worked with Kathleen Owens and me to develop a faculty survey form (a sample is enclosed). Its purpose is to solicit opinions from the classroom instructors concerning the library, and, to a large degree, stimulate some thought on their part and alert them to the possibilities concerning use of the academic library. It will be sent to those instructors teaching social sciences and humanities courses. The President of the University has signed a cover letter for the survey, and both it and the survey form will be distributed to the classroom faculty during the first week of December.

The next stage involves interviews with the beginning composition instructors who were involved in the freshman instruction and orientation program. This is planned to be completed during the month of December. A two page evaluation form is being developed to be attached to the class evaluations used by the instructors.

During the second semester emphasis will be on instruction involving students taking courses in their major field of study. Library instruction is now given as the instructors request, but an attempt is being made to identify those courses that students must take to be able to satisfy the course requirements for a particular major. Efforts to develop course-integrated library instruction will be concentrated on for these courses. The initial contacts have been made with instructors in the departments of education, sociology, psychology, history, and political science. Further contacts and developments are planned during the month of January, which is an interim session at DePauw University. The bibliographic guides already prepared will be used as a basis for this program. Initially it is planned to develop two or three units for such classes so the groundwork will be laid for future developments in coming years.

SECOND QUARTERLY REPORT

LIBRARY SERVICE ENHANCEMENT PROGRAM: DEPAUW UNIVERSITY

by

LARRY HARDESTY, PROJECT LIBRARIAN

This addition to the second quarterly report spells out in more detail the various developments which have occurred during the second quarter of the Library Service Enhancement Program at DePauw University.

Freshman Library Instruction Program

1st Semester

All except one instructor of the freshman beginning composition classes participated in the freshman library instruction program during the first semester. This involved fourteen instructors, seventeen classes, and approximately 340 students in the English and the General Studies departments. During the first semester of the 1976/77 academic year the number of questions asked at the reference desk increased approximately fifty percent over the same period of the 1975/76 academic year.

At the end of the first semester a questionnaire designed by a political science professor, a sociology professor, Kathleen Owens, and me was given to 242 of the students involved in the freshman library instruction program. It was an attempt to measure the students' attitudes towards the program. A copy of the results and the students' comments is attached to this report (see Appendix A). Also attached to this report is a copy of the proposed changes Mrs. Owens and I presented to the classroom instructors for the second semester (see Appendix B).

2nd Semester

For the freshman library instruction program for the second semester the instruction booklet (see Appendix C) has been considerably revised, and new slides have been taken to update and improve the presentation. New slides also have been taken to update and improve the fifteen minute orientation program given to each of the classes during the first week of the semester. This presentation was given to all, except one, of the twelve freshman beginning composition classes being taught this semester.

Before the orientation program was presented to the classes, the pre-test developed by the two classroom instructors previously mentioned, Mrs. Owens, and me was given to each class by the regular instructors. (See Appendix D for a copy of the pre-test.) This test measures both students' attitudes and skills in regard to the library. It will be given again at the end of the semester to measure changes. One group of freshman students not receiving any library orientation or instruction will be used as a control group. The instructor of this class participated in the program the first semester and has indicated a willingness to do so again, but wants to concentrate on writing basics with this particular class this semester. The library instruction program for the freshman students is in the process of being schedulued for the second semester for individual classes.

Upper-Level Library Instruction Program

During the first week of December a survey form designed by the two classroom instructors indicated, Mrs. Owens, and me was distributed to 123 full-time and part-time classroom instructors in the social sciences and the humanities. It has been returned by sixty-six instructors and is now in the process of being analyzed (see Appendix E for a copy of the survey form).

Preliminary analysis of the responses to selected questions indicates a large number of classroom instructors believe in the importance of discipline-related library instruction, and they indicated considerable time would be involved in such instruction (see Appendix F). This information was presented to the Vice-President for Academic Affairs of the University as part of a rationale for the addition of another reference librarian on a permanent basis beginning next year.

Efforts have begun to identify and work with instructors teaching sophomore, junior, and senior level classes who are willing to cooperate with librarians in the development of discipline-related library instruction. Priority has been given to those instructors teaching either large introductory classes or senior seminar classes for the particular disciplines.

A series of slides and a guide have been developed with the cooperation of a history classroom instructor for teaching an introductory sophomore level history class how to use the library in writing papers on the American West. This unit of instruction was presented earlier this semester (see Appendix G for a copy of the guide). A series of slides and a guide have been developed for advanced English classes on how to use the library in searching for literary criticisms (see Appendix H for a copy of the guide). Guides have been prepared and used for library instruction on Psychological Abstracts for a senior seminar class, on Latin American civilization for a sophomore level course in the romance language department, on early modern Europe for a sophomore level course in the history department, and on legal sources for two classes in the political science department (see Appendices I, J, K, and L for copies of these guides). Other previously developed guides have been used this semester for discipline-related library instruction.

Finally, a survey form has been developed by the two classroom instructors working with Mrs. Owens and me to determine the attitudes, behavior and knowledge of the library of upperclass students. It is planned that this survey will be distributed sometime during the second half of this semester to students enrolled in senior seminars. The survey form has been validated and should provide some insights as to the skills, attitudes, and behavior of students in regards to the library as they approach the end of the undergraduate work at this University. A copy of this survey form is attached to this report (see Appendix M).

Appendix A

RESULTS OF STUDENT EVALUATION

OF THE LIBRARY ORIENTATION/INSTRUCTION PROGRAM

(First Semester, 1976-77)

On the following pages are tabulated the results of the Library Orientation/Instruction Program evaluations by students. The orientation was given to 18 classes; the instruction was given to 17 classes. Although no class had a 100% return rate on the questionnaire, the evaluations were returned from 15 classes. Total number of students responding was 242.

The questionnaire itself is reproduced below by those parts typed in italics. Two numbers are given for each possible response: the number of persons giving that reply, and the percent of the total respondents who gave that particular reply.

EVALUATION OF THE LIBRARY INSTRUCTION/ORIENTATION

On these two pages, please evaluate the efforts this semester to orient you to the services and location of materials in the library and to instruct you on how to use the library. Please provide your honest response to each question. The results will be used to determine the nature of future library orientation/instruction programs.

*Instructor's Name*_____ *Library Paper Topic*_____

			no response
1. *Did you use the self-guided tour "Walking Thru The West":*	*Yes* 104	*No* 137	1
	43.0%	56.6%	0.4%

If yes, to what degree did your use of the self-guided tour help you find the locations of materials in the library?

very much so 5	4	3	2	*not at all* 1	*not given* 0
11	35	40	16	0	2
10.6%	33.6%	38.5%	15.4%	0%	1.9%

If no, to what degree were you able to locate materials in the library?

very easily 5	4	3	2	*great difficulty* 1	*not given* 0	no response
19	49	47	11	0	1	10
13.9%	35.8%	34.3%	8.0%	0%	0.7%	7.3%

2. *Would you prefer a group-guided tour of the library in place of the fifteen-minute slide presentation and the self-guided tour booklet?* Yes 120 No 117 no resp 5

49.6% 48.3% 2.1

3. *Were the classroom presentations on the Library Search Process (circle one response for each description):*

	very much so 5	4	3	2	*not at all* 1	*not sure* 0	no respon
...*Useful?*	57	96	67	16	0	1	5
	23.5%	39.7%	27.7%	6.6%	0%	0.4%	2.1%
...*Informative?*	5	4	3	2	1	0	
	75	108	42	10	2	1	4
	31.0%	44.6%	17.4%	4.1%	0.8%	0.4%	1.7%
...*A Waste of Time?*	5	4	3	2	1	0	
	4	11	23	51	143	4	6
	1.7%	4.5%	9.5%	21.1%	59.1%	1.6%	2.5%
...*Clear?*	5	4	3	2	1	0	
	43	109	69	16	0	0	5
	17.8%	45.0%	28.5%	6.6%	0%	0%	2.1%
...*Enjoyable?*	5	4	3	2	1	0	
	8	40	102	50	29	7	6
	3.3%	16.5%	42.1%	20.7%	12.0%	2.9%	2.5%

4. *To what extent were you able to apply the Library Search Process to your topic?*

very much so 5	4	3	2	*not at all* 1	*not sure* 0	no response
35	76	82	33	10	1	5
14.5%	31.4%	33.9%	13.6%	4.1%	0.4%	2.1%

5. *To what extent do you believe that using the Library Search Process helped you to write a better paper?*

very much so 5	4	3	2	*not at all* 1	*not sure* 0	no response
24	71	76	38	22	5	6
9.9%	29.3%	31.4%	15.7%	9.1%	2.1%	2.5%

6. *To what extent do you believe that knowledge of the Library Search Process will help you in other classes?*

very much so				not at all	not sure	no
5	4	3	2	1	0	response
59	101	58	8	4	11	1
24.4%	41.7%	24.0%	3.3%	1.7%	4.5%	0.4%

7. *To what extent were you able to receive additional help from the Librarians? (If you did not need help, check here* 34 *, and do not answer the remainder of this question.)*

very much so				not at all	not sure	no
5	4	3	2	1	0	response
89	63	25	15	1	0	15*
46.1%	32.6%	13.0%	7.8%	0.5%	0%	

8. *To what extent was the "Library Search Process" (yellow) booklet helpful to you in understanding the library search process?*

very much so				not at all	not sure	no
5	4	3	2	1	0	response
37	67	66	31	23	2	16
15.3%	27.7%	27.3%	12.8%	9.5%	0.8%	6.6%

9. *To what extent did the Library Search Process Worksheet help you to understand the library search process?*

very much so				not at all	not sure	no
5	4	3	2	1	0	response
36	69	50	44	12	2	12
16.0%	30.7%	22.2%	19.6%	5.3%	0.9%	5.3%

10. *How would you rate the library instruction program overall?*

very beneficial				not beneficial	not sure	no
5	4	3	2	1	0	response
54	104	52	11	2	2	17
22.3%	43.0%	21.5%	4.6%	0.8%	0.8%	7.0%

---

* Response percentages given on question #7 are based on the 193 students who indicated they needed help. Of the 242 total respondents, 34 (14.0%) indicated no help needed, 193 (79.8%) indicated help was needed, and 15 (6.2%) did not respond to the question at all.

Appendix B

DEPAUW UNIVERSITY
GREENCASTLE, INDIANA
46135

ROY O. WEST LIBRARY
BOX 137

January 31, 1977

Student Evaluation of the Freshman Library Instruction Program
1st Semester 1976/77

The attached pages are the results of student evaluations of the Freshman Library Instruction Program of the first semester 1976/77. The first section is a tabulation of the results of the responses to questions asked of the students. The second section is a string of quotes from student comments which were solicited at the end of the form.

Outlined briefly on this page are the changes we plan for this semester. Some of these changes are in response to the evaluation at the end of the semester; others are the result of personal observation and individual student comments during the past semester.

1. Question #2 on the evaluation interested us greatly. We asked the students if they would prefer a group-guided tour in place of the fifteen-minute slide presentation and the self-guided tour booklets. The response as 120 yes; 117 no; and 5 did not respond. This split did not give us a clear answer as to the student response to the self-guided tour. Many of the students wrote comments concerning adding a guided tour. In response to the approximately ½ who want a guided tour, we have decided to add a very short tour at the end of the first class period of instruction. It should last no more than 10 minutes and will concentrate on orientation of the students to physical location of materials in the library. Hopefully this will aid the students in finding what they have seen on slides. We probably will ask this same question at the end of the semester and see if they want a longer guided tour.

2. The worksheet will be revised slightly. We plan to eliminate the section on "other reference works" which was a particularly problematic area for the students last semester. Too often this section became merely busy work.

3. The yellow booklet will be re-done in a print size that normal vision can handle easily. We also plan to expand the description of the search process.

4. Those classes from which we received complaints on library service seemed to be the ones which were scheduled close together. Our staffing situation is simply overloaded when we have more than one class attempting to meet the same due-date at the same time. We hope to schedule the classes further apart to minimize this congestion.

5. The areas students indicated having the most trouble using were (of course) government documents and (rather unexpectedly) the New York Times Index. We plan to add more explanation on these two areas.

We think you will enjoy reading this evaluation and the comments. Approximately half the students responding to the survey wrote comments. All the comments have been included. We are interested in knowing of any of your suggestions or comments.

29

STUDENT COMMENTS

ON THE EVALUATION OF THE

LIBRARY INSTRUCTION/ORIENTATION PROGRAM

The following string of quotes was taken from the evaluation forms for the library instruction/orientation program for the first semester 1976-77. The actual question posed to the students was:

> "What suggestions can you make for the improvement of this program? Include comments on what you liked least about it, and/or what you liked most about it."

The quotes are verbatim from the evaluation forms. The comments are also complete: none of the written comments were omitted even though some are a bit repetitive.

* * * *

I think it would be helpful if it included more information on how to narrow down your topic and how to use the variation in materials.

Least: change govt documents (ha ha). Most: magazines.

I think the program is adequate and sufficient. I am not really in a position to say what I least like or most like. Because I'm not sure.

The only thing I didn't like was looking government documents--they were very confusing and really of no help.

I wish the library would get a better magazine collection. I needed 10 magazines and out of the ten I wanted the library carried 2 of them.

I did not like the magazine area because too many of the recent books are missing.

I feel that the program itself is pretty useful. However, on my last topic, I found it hard to find many diviersified sources on the topic. There were many sources, but they all said the same thing. However, I'm sure all topics are not so hard to find information on.

I felt that the library did not offer me enough of the material that I wanted. Especially periodicals, the library was lacking in. The Reader's Guides were in poor shape and were also in poor order.

In my opinion the library is too limited in what it is able to provide. I think that the tuition fee should (at least part of it) go to building a bigger library. This school needs a library with more resources.

The program itself was basically good in that it showed me some resources I would not have thought to use. It per se did not help me write a better paper, only get more and better sources.

I think you should do away with the research process for term papers or just cut down on some of the things you have to look up. Most of the information you look up, you hardly use. I think you should still continue use of the slide projector for introduction to the library.

A tour would be more suitable and would be more informative and interesting to students. Slides were vague. Overall, went pretty well.

It needs to be livened up. The program needs something to make it more interesting. The directors were dull.

More time on teaching the fundamentals of the library.

I think that they should show you where everything is located in the library, but not make it a requirement to use all the information on your research paper.

More informative, constructive. Could have been easier and realistic if we were taken to a actual tour.

I do think that a group tour of the library is much better than a slide presentation.

More codifying and directions to the center.

Librarians were very helpful and friendly. They didn't make you feel "dumb"! I think the library could use a few more popular magazines, e.g., McCalls carries a lot of good articles for research.

The one thing I don't like is that if you finally find the book or magazine the library doesn't have it.

It's a pretty good instruction method for finding information. I really never knew about a few of the sources available. Keep up the good work!

I felt like there was nothing I could do when pages were ripped out of books or if a book wasn't even on the shelf.

I didn't like filling out the search form because it wasn't useful to me. I just had to go back and look most of it up again and I had to find additional sources later after I had finished the process anyway. I liked being informed about the library tho.

Maybe a brief tour as speaker is talking. Generally it was clear and well done.

You ought to check your magazines upstairs. A lot of the good articles were ripped out. Even for other topics that I have had to do something has been missing.

Have reference books in a more numerical order or have a check out desk for them.

The program was excellent and helped me and others a great deal. However, the program will never be appreciated if the library doesn't carry any of the sources.

Don't treat us like little kids. You acted like we knew nothing at all, true some didn't--but some of us already knew most of the stuff you talked about. Therefore, we were bored, and most of it proved to be a waste of time. I suggest you make this optional!

I think the program is a good one. It is satisfactory for anyone who needs information about the library. If you add anything else you will be over-doing it.

Slide show was boring.

Have more information on topics.

I think the process and the library were really good in helping me with my topic. Right off hand I can't think of any improvements.

Overall it was a very worthwhile process. I feel that the search term process will help in further studies.

Overall excellent program--would help to supplement the slide presentation with a guided tour showing all sections and rooms in library.

Make it more interesting and be more helpful. I found it like pulling teeth to get some help. Alright I'm a freshman but I pay tuition too.

I think a combination of both a group-guided tour of the library and the slide presentation would be better. Some students don't bother about taking a self-guided tour, and it would be easier to locate things if they were pointed out to you.

Not enough information -- especially a lack of magazines.

Not so much repetition in the presentation.

Try to make the slides more interesting or maybe even get rid of them. Those yellow books should be kept because they were helpful.

Overall, I feel it is a very beneficial program. I think it is a good idea to give the information through the freshman English because that is when it is most needed. The only change I feel would benefit the program would be to give a group walk through.

No improvements--I think the program is excellent and should be continued.

Do not have all the most recent sources i.e. magazines, periodicals, newspapers--tied up in the bindery (publisher). Slide show useful in helping locate materials. Search papers not necessary.

Improve the encyclopedia and dictionary section.

I was able to find plenty of information on my subject in both aspects of it. So I don't have anything to complain about.

Improvements: --guided tour (for those of us with a bad sense of direction) instead of slides; --if slides are kept, slow down the informative ones and speed up with the scenic pictures of the exterior of the Roy O. and people studying. I liked this aspect least and feel the best part of the program is the helpful staff members.

I personally had trouble finding some biographical information in reference.

I felt that the library staff definitely needed to give us a tour of the library instead of relying on slides. I felt that I would have more clearly remembered what floor each area was on if I would have been there while the staff explained the uses and purposes. But I did like the yellow booklet to keep for later reference.

Guided tour ALONG with explanation given--the slides very not very helpful.

Maybe have a short tour after the slide presentation.

Exactly where are indexes, government documents. Put up in library a list of where indexes and special reference materials are. Could have explained reserve procedure better.

I found it confusing that the 800s were scattered all over the library.

Clearer presentation--too much materials presented in too short a time.

The program is fine, but something should be done to assure that the periodicals are not left on desks or left on unrelated shelves for a long period of time (2-3 days).

Explain more carefully where everything is.

I like it because every library has a different system of organization and I feel like I am going to be a lot better off in future years having found out more about the potential materials in my first semester.

It is too hard to find books--even the librarians had trouble!

The library should be shown first-handedly, not through slides.

The classroom instruction really wasn't necessary. Just a general floor outline of where materials are located would be helpful.

I heard the lecture last year also, because I'm a sophomore.

Some of the slide projections seemed fuzzy to me. Include in the slide projections more of the special indexes--also encyclopedias and dictionaries, and more on how to find particular govt documents. Could take another period for questions from class, written but in advance and collected the day before?

I think that the greatest improvement that could be made would be to change the format of the presentation to a combination of a group guided tour as well as the slide show. Being physically shown where things are, and how to use them as well as seeing them (on slides) would reinforce the students knowledge of the library.

The program was very useful to me. Most libraries don't take the time and effort to put together a program like this. I was a little unclear about the New York Times Index and the govt documents. Everything in the library seems to be so well marked with signs and the librarians are always helpful.

Guided tours, instead of slides.

I liked the idea of presenting the library search process and then giving out a worksheet where the process can be used. It might be a good idea to provide a time for questions and answers--questions from the instructor to the students. This would stimulate the audience a bit more than the single-paged worksheet (quiz) did.

Convert to one system or the other but not having a mixture.

The librarians all helped me when I needed it. It gave reassurance.

Everything was fine.

I thought the way the library was presented to us was excellent, it made it much easier to locate different topics.

When magazines are being bound maybe it would be possible to have extras around because I have run into this problem more than once.

Explain govt documents more. The Library Search Process worksheet was a waste of time--in other words--busy work.

The program, I feel serves its purpose and is adequate as presented. However, a group library tour might also be helpful.

The program is very good, but the materials we have are very limited, every time I go into the library the books or information I need is never there and when I search is started the results are always negative.

The librarians are helpful, but the library is terrible as far as resources go.

Try to make it less general. I think a guided tour would help and maybe a test at the end of the booklet to see what was retained.

More help in thinking of other headings that a subject might come under.

I think it was a good program for all the freshmen to be required to hear. I am a sophomore and was already quite familiar with the library, but wish I could have heard this last year when I had no English course. I had to pick it up on my own.

I don't see any way of improving the program. All we need is a little more practice.

I felt that it was an excellent program, and I thank you for your time and effort. I think it was very beneficial to us freshmen students. A personal tour of the library to the class would be good also.

A combination of a slide presentation and group tour should be added so that the student may be more familiar with the resources at hand.

I would like to see the different indexes on the same floors that the material is on.

I feel that the library needs more resources. In many of my research papers I could not find enough resources.

I liked the microfilms very much because they were very useful. Also, the library worksheet was very useful also.

Downstairs newspapers on shelves are useless and unorganized.

I thought a slide presentation was a good idea and the book with maps was very useful in helping me find materials.

I always had trouble locating source I needed! Either always at bindery or the library didn't carry that source any more.

I thought the program was very well done and was most beneficial.

Good program, but I think definitely a guided tour would have been a great addition to the program.

I think that a guided tour is a more effective way of introducing a new student to the library. What I liked least was: after the program was over I was very confused on exactly where everything was located.

I think that if the library posted signs stating what floors one could find the (HB's) or the (Q's) or something like that, it would be quite helpful. Some days I would spend hours just trying to locate books because the librarians were too busy to help, or they wouldn't show up at the reference desk for hours. The library needs many more assistants, because without help, time is lost, frustration occurs, and a persistent feeling of dislike for the library arises.

Overall good program.

I think the students who work in the library should have a better idea of what they are doing.

I knew very little about the library and I was having a hard time finding things until we had this program. Now I know my way around and I'm not afraid to ask questions. The program was good and I could find no faults.

I liked the little yellow booklet. It was very helpful to me in finding information. I also liked the slide presentation. The steps to go about doing a research paper were clearly presented, which was very helpful to me.

I liked the slide presentation, because it familiarized me with the library. It was more helpful than a walking tour because usually in a tour an individual is distracted and misses key points.

I had quite a bit of difficulty finding the specialized dictionaries, etc. that I needed.

I think the librarian should give a short tour of library materials instead of just showing them on the screen because when you start looking for materials one forgets a lot which he could remember if he was shown the material.

Librarians were quite helpful. It would probably be more interesting to give a tour of the library rather than a presentation. The presentation practically put me to sleep!

Thought it very helpful!

I feel DePauw is very lucky to have such a well-trained and helpful library staff! Hang in there!

Most of the stuff you told was already common knowledge for me, I suppose it wasn't for others. But perhaps you might go into a little more detail on research for critiques and where to find index books on critiques like the Book Review magazine listings and possible an index like "The Contemporary Novel" of something besides the Humanities Index. I realize it was just an introduction to the library and that time did not permit much depth in various aspects but perhaps an alternative more in-depth meeting would help some more.

I liked most the new set-up in the card catalog. Improvements, least--I think the Reader's Guide to Periodical LIterature should be upstairs with the magazines.

Instead of a slide presentation, I think a tour of the library showing all the different departments would have been more useful.

I wish that materials on communication were a bit more up to date. Most of the books I have had to use have been from the fifties or before.

Government Documents are very hard to locate thru Index. Librarians very helpful. Many Ideas!

I think the program is pretty effective. I learned a lot more about where everything is in the library, and I have more confidence about locating information.

I believe that a group tour of the library would be better than the film slides.

I would like to thank the library personnel, especially at the reference table for the willing help. It makes it ten times easier to get used to the library system.

Visual showing of different parts of the library on film, while explaining them, was good.

I think a guided tour would be very beneficial. I liked the film on the library because it showed me where things were, but being guided would be even better.

Have a guided tour given of the library.

I thought it was just fine.

1. BUY MORE BOOKS!! Life science people have no good reference materials. I hate to drive to I.U. just to do first hand research on a simple general topic. 2. Consolidate what we do have together. Put all the sciences in one building!!! I'm tired of running back and forth.

I don't have great complaints except that I would like to see the periodicals which are missing replaced.

I liked the way the people helped, and slides were also helpful.

I think a guided tour upon entry to the school as a freshman would be very beneficial.

I had no problem using the library. The library process has helped me, but I'm not sure to what degree. I think we have a well organized library, but then again been around it 2-½ years.

I thought the classroom slide show was good and informative although further explanation of certain points would have helped.

I believe more information should be given on the use of indexes and rotary file.

The presentations were boring to put it mildly. Although it may have been a waste of the librarian's time, and ours, it was helpful in the long run.

INSTRUCTOR _____ DATE _____

STUDENT QUESTIONNAIRE

As part of a larger study of library use among college students, we are interested in what college Freshmen think and know about libraries. We would like to ask you some questions about how you feel towards libraries, and also how well you know how to use a library. Based on your own experiences and feelings, would you please answer the following questions? Indicate your feelings about libraries by checking SA (Strongly Agree), A (Agree), U (Undecided), DA (Disagree), or SDA (Strongly Disagree) on each of the following items.

1. I find a library a very comfortable place to work when I need to go there.

   SA_____ A_____ U_____ DA_____ SDA_____

2. Walking into a library is like going into church, because I'm in awe of the surroundings.

   SA_____ A_____ U_____ DA_____ SDA_____

3. I only go to a library when someone makes me go.

   SA_____ A_____ U_____ DA_____ SDA_____

4. When I go to a library I often spend more time than I planned because I find so many interesting things.

   SA_____ A_____ U_____ DA_____ SDA_____

5. A person should only ask a librarian for help when it looks like they aren't busy.

   SA_____ A_____ U_____ DA_____ SDA_____

6. Normally a librarian can only help you when you know what you're looking for.

   SA_____ A_____ U_____ DA_____ SDA_____

(Please Turn Page)

KNOWLEDGE OF LIBRARY SEARCH PROCESS

You are provided LIBRARY AREA identification names (right-hand column). Each library area identification name is given an IDENTIFICATION NUMBER (left-hand column).

IDENTIFICATION NUMBER	LIBRARY AREA
1	Card Catalog
2	Index Area
3	Reference Area
4	Rotary File of Periodical Holdings
5	Periodicals Reading Room
6	New York Times & Index
7	Government Documents
8	Abstracts

DIRECTIONS:
In the following exercise read each item carefully. Decide which area of the library (LIBRARY AREA) is the most logical place to start your search for the information described in the item. Respond to each item by placing the IDENTIFICATION NUMBER of your choice in the blank preceding it.

EXAMPLE:

__1__ Moss, Pete, Better Gardens

After reading this item your decision is that the card catalog is the area in which to start your library search. The identification number for the card catalog is "1": therefore, you place a "1" in the blank preceding "Moss, Pete..."

ITEMS:

_____1. Wilson, John Arthur, Modern Practice in Leather Manufacturing

_____2. Census data on Putnam County, Indiana

_____3. A current Newsweek for browsing

_____4. You want to make a current comparison of the Indianapolis Star and the Chicago Tribune

_____5. Games People Play

_____6. Congressional debates on the Alaskan pipeline

_____7. Who's who in the humanities

(Please Turn Page)

IDENTIFICATION NUMBER	LIBRARY AREA
1	Card Catalog
2	Index Area
3	Reference Area
4	Rotary File of Periodical Holdings
5	Periodicals Reading Room
6	New York Times & Index
7	Government Documents
8	Abstracts

_____8. A professor sends you to read an article in May 1975 Society

_____9. Watchmaking information to check out of the library

_____10. Does the library subscribe to Ms., Ebony, or Time?

_____11. Book with a Superintendent of Documents classification number

_____12. Find current information on the fad of tie-dying

_____13. Supreme Court decision on abortion

_____14. Birthdates for Albert Schweitzer and Lawrence Welk

_____15. Day-by-day coverage of the Kent State "incident"

_____16. Magazine article on ESP

_____17. Review in a magazine on Alistair Cooke's book, America

_____18. Bibliography of resources on Black Americans

_____19. Ten longest bridges in the world

_____20. Organization chart of the U.S. Postal Service

END --- THANK YOU!!!

Appendix E

FACULTY LIBRARY QUESTIONNAIRE

1. How do you rate your students' ability to make use of the resources of the Roy O. West Library for term papers, reports, research papers, or similar assignments in your discipline?

   Excellent_____ Good_____ Fair_____ Poor_____ Don't Know_____

2. A student should use the following sources when preparing research papers, reports, term papers, or similar assignments for one of my courses: (Please answer all items)

	Always	Usually	Some-times	Seldom	Never	No Answer
a. Card Catalog						
b. Periodical Indexes and Abstracting Services						
c. Bibliographies						
d. General Encyclopedias and Dictionaries						
e. Subject Encyclopedias and Dictionaries						
f. Index to Government Publications						
g. Pamphlet File						
h. Newspapers (Including Those on Microfilm)						

   i. I do not make assignments requiring library use_____

3. If you assign research paper, reports, term papers, or similar assignments, which of the following do you expect to see reflected in your students' work?

	Always	Usually	Some-times	Seldom	Never	No Answer
a. A Review of Relevant Literature						
b. An Annotated Bibliography						
c. The Gathering and Interpretation of Statistics						
d. Use of Journal Articles						

   e. I do not make assignments requiring library use_____

   If research papers, reports, term paper, or similar assignments are not required in your courses, please indicate reasons for not doing so. (For example: problems with plagarism, students' not find materials, not appropriate to subject matter, etc.) (Use back of page if needed)

   _____

   _____

4. If you require a bibliography in your assigned papers, what degree of importance do you ascribe to each of the following characteristics of bibliographies?

	Very Important	Important	Unimportant	Very Unimportant
a. Appropriateness of Reference Made	_____	_____	_____	_____
b. Variety of References	_____	_____	_____	_____
c. Number of References	_____	_____	_____	_____
d. Proper Form of Reference	_____	_____	_____	_____

e. I do not require bibliographies_____

5. Do you explain to your classes the indexes, bibliographies, abstracting services, reference books, etc. available in your discipline?

Always_____ Usually_____ Occasionally_____ Seldom_____ Never_____

If the use of library resources is explained in your classes, by what means is this explanation given? (Circle the most appropriate response)

a. During Individual Consultations
b. By Devoting a Portion of a Class Period to Such Instruction
c. By Devoting One or More Class Periods to Instruction of This Type
d. Other_____

_____

_____

If the use of library resources is not explained in your classes, by what means do you think students learn how to use the library? (Circle the most appropriate response)

a. By Picking It Up on Their Own Initiative
b. By Learning It in High School
c. By Learning It in Other Classes
d. From Other Students
e. By Asking a Librarian
f. Students Do Not Need to Know Library Resources in My Discipline
g. Other_____

_____

_____

_____

_____

_____

6. In Reform on Campus (1972) the Carnegie Commission on Higher Education stated that the imparting of skills for continuing self-education, particularly through use of the library, should become more important in higher education (p. 22-23). In your opinion, to what extent to the following assignments impart library skills for a student's "continuing self-education"? (Please check all items on a five-point scale)

	Of Little Value				Of Great Value
	1	2	3	4	5
a. Term Papers	___	___	___	___	___
b. Annotated Bibliographies	___	___	___	___	___
c. Book Reviews	___	___	___	___	___
d. Journal Article Reviews	___	___	___	___	___
e. Several Short Papers	___	___	___	___	___
f. Other_____	___	___	___	___	___
_____	___	___	___	___	___

7. Classroom instruction in library skills and techniques should be presented by means of which of the following? (Please rank the top 3 in order of preference, i.e., 1=most important, 2=second most important, 3=third most important)

a. Within Each Individual Class by the Instructor ____
b. As a Credit Course in the Department Taught by an Instructor ____
c. Within Each Individual Class by a Librarian in Collaboration with the Instructor ____
d. In a Required Class Taken by All Students in the College Taught by Librarians ____
e. As an Optional, Non-credit Course in the Department Taught by an Instructor ____
f. As an Optional, Non-credit Course Taught by a Librarian ____
g. Classroom Instruction is not Needed

8. How many hours would you estimate that it would take to teach use of basic library resources and literature searching techniques to students in your discipline? (Please circle the most appropriate answer)

a. none b. 1 hour c. 1-3 hours d. 4-6 hours e. 6-8 hours f. 8 or more hours

9. A librarian-directed review of library resources and literature search techniques in my discipline would be a valuable experience for my students.

Strongly Agree___ Agree___ Undecided___ Disagree___ Strongly Disagree___

If such a review were offered by the librarians, would you be willing to cooperate in its development?

Yes___ No___ Undecided___

10. Have you, in the last year, had a librarian in to your classes to explain library resources and literature searching techniques? Yes_____ No_____

Have you, in the last year, discussed with a librarian your assignments which involve library use? Yes_____ No_____

11. In your graduate work, how did you learn how to use library resources? (Please check all appropriate items)

a. Learned Through My Own Efforts _____
b. Learned From Other Graduate Students _____
c. Learned Through Informal Consultation With Professors _____
d. Learned in a Graduate Course in (or as Part of a Course in) Library Usage Instructed by Departmental Instructor _____
e. Learned Through Informal Consultation with a Librarian _____
f. Learned in a Graduate Course in Library Usuage Instructed by a Librarian _____
g. No Need for Use of Library Resources in My Graduate Work _____
h. Other_____

_____

12. With what approximate frequency do you make use of the resources of the Roy O. West Library? (Please check the most appropriate response)

_____Daily
_____Three Times Weekly
_____Weekly
_____Monthly
_____A Few Times a Semester
_____Rarely

13. To what extent to you you rely on your personal collection of materials rather than the collections of the Roy O. West Library (Please check the most appropriate response)

_____Greatly
_____Considerably
_____Moderately
_____Scarcely
_____Not at All

14. Optimum use of a college library as a learning tool depends upon the following conditions. Please rank in order of importance (1=most important, etc.) each of the following three conditions

_____The maintenance of collections which are adequate in size and scope to support independent study and investigation
_____Faculty presentations of a kind which inspire students to use the resources of the library intensively
_____Library instruction which will enable students to use the library effectively

Comments:_____

_____

_____

15. What is your department?_____

COMMENTS: please use the attached page to record any comments, criticism (positive or negative, reactions, opinions, etc., concerning this questionnaire, the Roy O. West library (policies, characteristics, etc.) the teaching of independent study skills, etc. which you believe are important.

THANK YOU.

Appendix F

Faculty Library Questionnaire (Response to Selected Questions)

(61 returned to date, 1/20/77)

1. How many hours would you estimate that it would take to teach use of basic library resources and literature searching techniques to students in your discipline? (Please circle the most appropriate answer)

a. none	b. 1 hour	c. 1-3 hours	d. 4-6 hours	e. 6-8 hours
0	11 (18%)	22 (36%)	14 (23%)	7 (12%)

f. 8 or more hours

6 (10%)

2. A librarian-directed review of library resources and literature search techniques in my discipline would be a valuable experience for my students.

Strongly Agree 36 (59%) Agree 19 (31%) Undecided 5 (8%)

Disagree 1 (2%) Strongly Disagree 0

3. If such a review were offered by the librarians, would you be willing to cooperate in its development?

Yes 56 (92%) No 1 (2%) Undecided 4 (6%)

Appendix G

Searching for Information on
The American West
in the Roy O. West Library
DePauw University

Prepared by Larry Hardesty
Reference Librarian

Information on the American West can be found in many library sources. The following is only an introductory guide to selected major sources, and does not include all the possible sources of relevant information in the library. Also useful in the study of the American West are the library guides to searching for information in the library on American History and American Government. They are available on the library guide stand in the main foyer of the Roy O. West Library.

FOR ADDITIONAL ASSISTANCE PLEASE ASK AT THE REFERENCE DESK

In history, as with most disciplines, the information sources in the library are organized in such a manner that a search process can be outlined in seeking almost any type of information. In general, the search process often begins by reading reference sources, such as dictionaries, encyclopedias, and literature guides, textbooks, and general histories to obtain general background information concerning a subject. The next step in using the library often is to use the card catalog to find relevant books on the topic and periodical indexes to find useful journal articles. Finally, in order to more nearly exhaust the information available in the library one should carefully examine such sources as newspapers and government documents.

This guide is organized in such a manner.

Table of Contents

	Page
I. Choosing a Topic.	2
II. Searching for Information	2
III. Literature Guides	2
A. Introductory Guides	3
B. Extensive Guides	3
IV. The Card Catalog	4
A. Subject Headings	4
B. Author and Title Headings	6
C. Call Numbers	6
D. Catalog Cards	8
V. Journal Indexes	9
VI. Journals	10
VII. Newspapers	11
VIII. Government Documents	12
A. Indexes	12
B. Selected Government Publications	12
1. Congressional Activities	12
2. Miscellaneous Publications	13

I. Choosing a Topic

Choosing a suitable topic is often the most important and most difficult step in writing a good paper. Certainly you would want to write on a topic that is of interest to you. Also you probably want to write on something about which you are curious.

Information given in course lectures, textbooks, and such library sources as general histories and encyclopedias may provide both the necessary background information concerning a topic and the stimulus to learn more about it. Several historical dictionaries, encyclopedias, and biographical sources that may be useful in this stage of your research are listed in the library guide on American History.

Once you have decided on a general topic you must then decide what particular aspects of it you are going to research within the limits of your time and available resources. Deciding on whether a topic is too broad or too narrow for a particular paper is often difficult. The amount of available resources often indicates the time and length of paper needed to give justice to a topic. For example, finding ten books in the library on "Railroads in the American West" probably indicates that this is too broad of a subject for a five page paper. On the other hand, if after careful searching you can find only one short journal article on "The Influence of the Railroad on the Economy of Dodge City, Kansas from 1870 to 1873" this topic is probably too narrow.

II. Searching for Information

In choosing a final topic it is often a good idea to spend some time scanning the various major sources in the library to obtain a general idea of what is available. A good way to find information is to use certain key words associated with your topic as indicated by your sources of background information. Scanning such sources as the card catalog, periodical indexes, and literature guides is very important at this stage. Once this is done you should be very close to picking your final topic and ready to do some careful research. In doing the final research for your topic you probably will have to re-examine with more care the major sources of information you scanned earlier.

III. Literature Guides

Several useful literature guides for students of history are available in the Roy O. West Library. Often they provide very useful guidance as to recommended books, journals, and other sources to consult in researching a topic. Remember most literature guides will cite many more sources than any one library has, and you should consult the card catalog, the rotary file to periodicals, and other relevant sources to determine if the library actually has these sources. If you have any questions, please ask at the Reference Desk.

The following are some of the more useful literature guides for the study of the American West:

	A. Introductory Guides	Location
Ref. D 13 G78 1964	Gray's Historian's Handbook, by Wood Gray and others, 2nd ed., 1964. A useful guide to undergraduate students both for researching and writing history papers.	Main Floor Reference Area
Ref. D 16.3 .B4	A Student's Guide to History, by Jules R. Benjamin, 1975. This literature guide contains very readable information on how to research history topics and how to write research papers as well as a list of basic reference sources for the study of history.	Main Floor Reference Area

B. Extensive Guides

LC2.2: Un3/4	A Guide to the Study of the United States of America, by Donald Mugridge and Blanche P. McCrum, 1960. Published by the Library of Congress, this is a compilation of works on the various aspects of American civilization, including politics, government, and history.	Main Floor Reference Desk
LC2.2: Un3/4/ supp	A Guide to the Study of the United States of America, Supplement, by Oliver H. Orr, Jr., and others, 1976. A supplement to the previous work which updates it to books published during the decade 1956-65.	Main Floor Reference Desk
Ref. Z 1236 .F77 1974 V. 1-2	Harvard Guide to American History, Frank Freidel, editor, revised edition, 1974. 2 volumes An extensive guide to the literature of American history. It includes a section on research methods as well as extensive bibliographies. The first volume contains a thirty page bibliography of major works on "Westward Expansion and the Frontier". This section is subdivided into such categories as "Exploration," "Great Plains," "Military Frontier," "Pioneer Life," and "Cowboys and Cattle Raising." The following is a sample of one of these sections:	Main Floor Reference Area

13.4.10 Frontier Mining

13.4.10.1 General

Fisher, Vardis, and Opal L. Holmes, *Gold Rushes and Mining Camps of Early American West* (1968).
Greever, William S., *Bonanza West: Western Mining Rushes, 1848–1900* (1963).
Hill, Jim D., "Early Mining Camp," *Pac. Hist. Rev.*, 1 (1932), 295.
Lewis, Marvin, ed., *Mining Frontier: Contemporary Accounts from Nineteenth Century* (1967).
Paul, Rodman W., *Mining Frontiers of Far West, 1848–1880* (1963).
Quiett, G. C., *Pay Dirt* (1936).
Shinn, Charles H., *Mining Camps: American Frontier Government* (1885).
Smith, Duane A., *Rocky Mountain Mining Camps* (1967).
Spence, Clark C., *British Investments and American Mining Frontier, 1860–1901* (1958).
——— *Mining Engineers and the West: Lace-Boot Brigade, 1849–1933* (1970).
Thompson, Thomas G., "Far Western Mining Frontier," *Colo. Mag.*, 41 (1964), 105.

IV. The Card Catalog

The card catalog is a subject, author, and title index in one alphabetical list to the books in the collection of the Roy O. West Library. It will be a major source in searching for information in the library, either using it directly or checking it to determine if recommended books from bibliographies are available in the library. A more complete guide on how to use the card catalog is available from the library guide stand. A brief explanation is included here.

A. Subject Headings

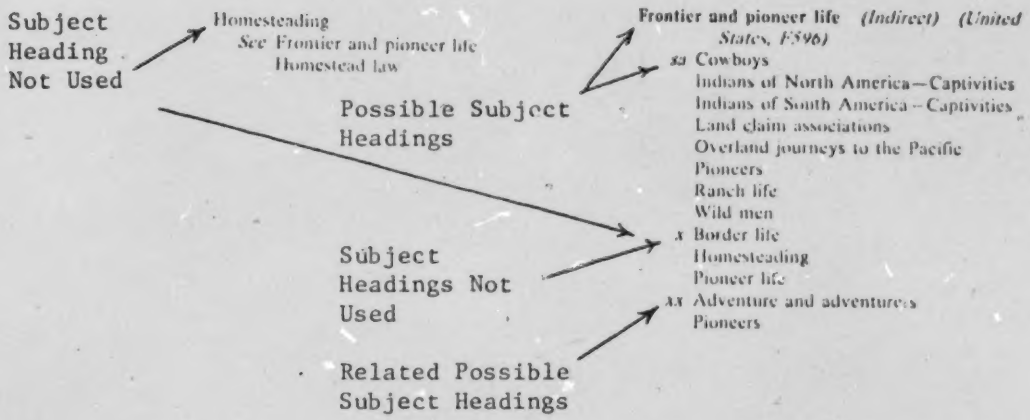
Probably the most efficient use of the card catalog by the novice researcher is to use the subject headings. Several subject headings may be assigned to a book in the card catalog so library users can gain access to it in a variety of ways.

While the use of key words obtained from background reading may be helpful in determining relevant subject headings, there exists a guide to the subject headings that may be used in the card catalog.

Ref.	Library of Congress Subject Headings	Location
Z 695 .U4749	Not every possible subject heading can be used in the card catalog, but by referring to this source you will be able to find the subject headings that are used if the library has a book on a particular topic.	Main Floor Catalog Area

This is a large two volume work located in the card catalog area. More complete information on its use is included in the library guide on How to Use the Card Catalog.

The following is a sample section of this guide:



In this example if you had gone directly to the card catalog and tried to find a book under the subject heading "Homesteading" you would not have found anything. This is because this term is not used as a subject heading. By using the Library of Congress Subject Headings books you are referred to possible subject headings.

The following are a few possible subject headings that will be helpful to you in finding library sources relating to the American West:

Cowboys
Frontier and Pioneer Life (also by region, i.e. Southwest, Old)
Fur Trade
Gold Mines and Mining
Great Plains
Indians of North America
-Government Relations
-History
-Social Life and Customs
Lewis and Clark Expedition
Mississippi River - Discovery and Exploration
Mississippi Valley - History
Mormons and Mormonism - History
Railroads - U.S. - History
Ranch Life

Subject headings in the card catalog are also divided by region:

Northwest, Old (Used for the region between the Ohio and Mississippi rivers and the Great Lakes)

Northwest, Pacific (Used for books on the old Oregon country, comprising the present states of Oregon, Washington and Idaho, parts of Montana and Wyoming)

Pacific States

Southwest, New (Used for books on that part of the United States which roughly corresponds to the old Spanish province of New Mexico, including the present Arizona, New Mexico, southern Colorado, Utah, Nevada and California)

Southwest, Old (Used for books on Louisiana, Texas, Arkansas, Tennessee, Kentucky, and Missouri)

The West

Each region is often subdivided by such catagories as:

- Description and Travel
- Discovery and Exploration
- History
- Politics and Government

Subject headings under the general heading of the "United States" may also prove helpful in finding library sources on the American West:

United States
- Economic Conditions
- Exploring Expeditions
- History
  - 1815 - 1861
  - 1865 - 1898
- Politics and Government
- Territorial Expansion

Subject headings under individual states, i.e. "Indiana - History," may also prove helpful. Important individuals, such as "Custer, George Armstrong, 1839 - 1876," and events, such as "Little Big Horn, Battle of the, 1876," often may be found in the card catalog directly under their name. Again the Library of Congress Subject Headings book will aid you in determing possible subject headings that may be used in the card catalog.

B. Author and Title Headings

As mentioned earlier in this guide, the novice researcher will usually make more use of the subject approach to the card catalog than the author and title approach. However, all three types of cards are in the card catalog in one alphabetical list.

You may want to search for books in the card catalog by using either the author or the title cards if they were cited as recommended sources by literature guides or by other sources of background information.

C. Call Numbers

The call number of a book is located in the upper left hand corner of the catalog card. It refers to the location of the books, and it is assigned so library books on similar subjects are shelved together. The following are typical call numbers for books.

D
13
G78

This call number indicates that this book is in the D sectin of the general collection, which is on the second floor of the Roy O. West Library.

*D
16.3
.B4

With the asterisk, this call number indicates that this book is oversized, and it is located in a separate section on the second floor. The floor maps at the end of the guide indicate location.

Ref.
Z
1236
.F77

With the Ref. as a location symbol, this call number indicates that this library item is located in the reference area, which is on the main floor of the library.

FOR MORE INFORMATION ON USING CALL NUMBERS TO LOCATE BOOKS PLEASE REFER TO THE FLOOR PLANS AT THE END OF THIS GUIDE OR ASK AT THE REFERENCE DESK.

Call numbers may be used to browse through the library to find relevant books on a topic. Usually this is not as efficient a method for finding information as is good use of the card catalog, but browsing still may prove helpful.

Usually a particular subject heading is not assigned to a book unless a significant portion of the book deals with that topic. For example a book may have an excellent chapter on "Homesteading," but since most of the book deals with other topics relating to frontier and pioneer life it will be assigned the subject heading "Frontier and Pioneer Life". It may be helpful to use the subject headings in the card catalog to find the various sections of the library where books dealing with "Frontier and Pioneer Life" are shelved. You can then check the index of each book for terms relating to "Homesteading". The index of each book will indicate the topics covered within that book in much more detail than will the subject headings in the card catalog.

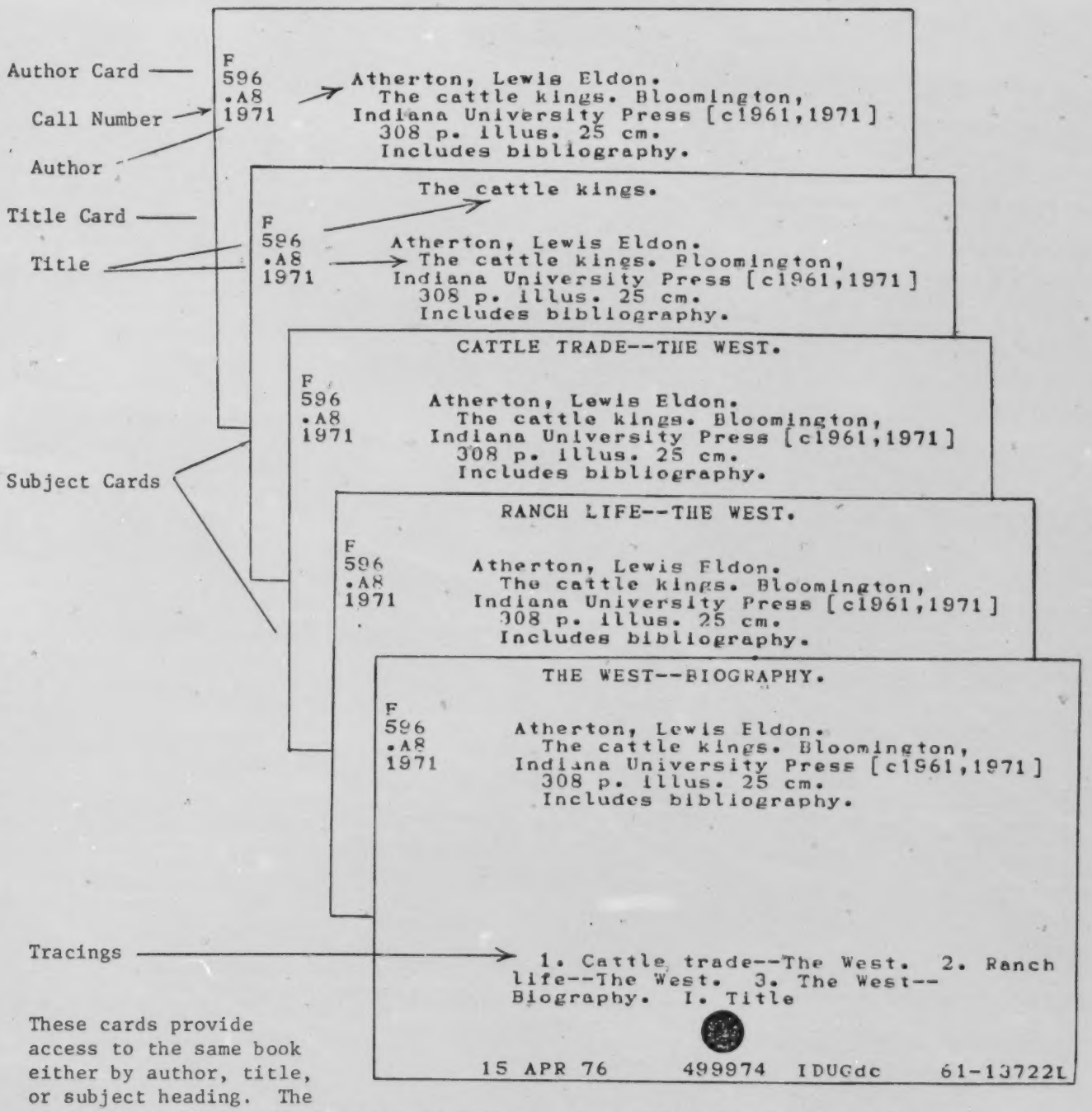
Suggested call numbers for browsing for books on the American West are:

E	American History
77-99	Indians of North America
78	By State or Region
81-83	Indian Wars
91-93	Government Relations
99	Tribes
301-459	Revolution to the Civil War 1775-1861
600-738	Late Nineteen Century 1865-1900
F	Local American History
1-957	State and Local United States History
351-355	Mississippi River and Valley
381-395	Texas
396	Old Southwest
476-485	Old Northwest
516-520	Ohio River and Valley
591-596	The West
597	The Northwest
598	Missouri River and Valley
786-788	The New Southwest
851-854	Pacific States

Remember, a book may be shelved in only one place, but it can be given several different subject headings. Books that may contain some relevant information concerning the American West may be shelved in various sections of the library. For example a book in the "J" section (political science) may contain relevant information to the study of the American West. Good use of subject headings, bibliographies, and literature guides is a more efficient method of finding such books than just browsing through the collection.

D. Catalog Cards

The following is a guide to the types of cards in the card catalog and their parts:



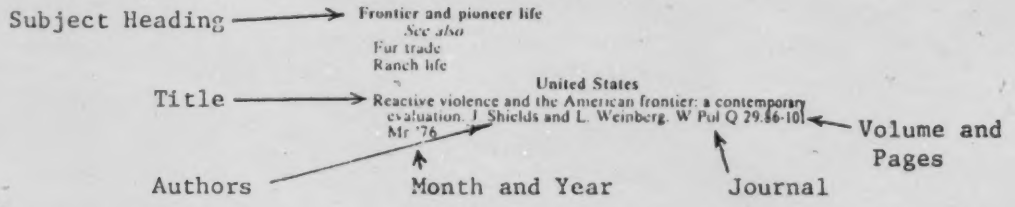
These cards provide access to the same book either by author, title, or subject heading. The tracings at the bottom of each card indicate the subject headings used for this book. The tracings also provide you with other possible subject headings to use in searching for information on your topic.

V. Journal Indexes — Location

Social Sciences Index, June 1974 - to date — Main Floor Index Area
(Supercedes in part Social Sciences and Humanities Index 1965-1974 which in turn supercedes International Index 1907-1965)

An author and subject index to scholarly journals in the Social Sciences. Similar in format to Readers' Guide, this is the major index in the library for journals relating to American history.

The following is a sample section of this index. As with any good index an explanation of the abbreviations is included in the first few pages of the index.



Ref. Z 1251 .W5W 53 — A Classified Bibliography of the Trans-Mississippi West (1811-1957) by Oscar Winther, 1961. — Main Floor Reference Area

A classified bibliography of journal literature dealing with the American West. Many of the journals are not indexed elsewhere.

Ref. Z 1251 .W5W 53 Suppl. 1957-1967 — A Classified Bibliography of the Periodical Literature of the Trans-Mississippi West: A Supplement (1957-1967) by Oscar Winther and Richard Orman, 1970. — Main Floor Reference Area

A supplement to the previous work. The following is a sample section of this work. A guide to the abbreviations used and journals is included in the first few pages of this work.

FRONTIER

(see also major topics: THE WEST; WESTWARD MOVEMENT; GREAT PLAINS; individual states)

General

978. Bogue, Allan G. "Social Theory and the Pioneer," Ag. H., XXXIV, 1960, 21-34. A. ← Journal

979. Forbes, Jack D. "Frontiers in American History," J. W., I, 1962, 63-73. A.

980. Hicks, Jimmie. "The Frontier and American Law," G. P. J., VI, 1967, 53-67. A.

981. Pearce, T. M. "The 'Other' Frontiers of the American West," Ariz. W., IV, 1962, 105-112. A.

VI. Journals

There are numerous journals published that contain information relating to the American West. Usually the best method of finding information in the various journals is through use of an index or bibliography. The journal index previously cited on this guide will be very useful. You will need to check the rotary file located in the index area for a complete listing of the journals subscribed to by the Roy O. West Library.

The following is a select list of journals which often contain articles relating to the American West. Some of them may publish their own index; others are partially indexed by Social Sciences Index (indicated by an asterisk *); and all are partially indexed by the Classified Bibliography of the Periodical Literature of the Trans-Mississippi West.

Unless otherwise noted, current copies of the journals are in the periodical reading room and back issues are bound and placed in alphabetical order on the third floor of the Roy O. West Library.

Agricultural History, Vol. 39, 1965 - to date

*American Economic Review, Vol. 1-49, 1911-1959 on microfilm; Vol. 50, 1960 - to date

American Economic Review, Papers and Proceedings, Vol. 60, 1960 - to date

*American Historical Review, Vol. 1, 1895 - to date

*American Political Science Review, Vol. 1-54, 1906-1960 on microfilm; Vol. 55, 1961 - to date

American Quarterly, Vol. 1, 1949 - to date

Atlantic Monthly, Vol. 1, 1857 - to date

*Business History Review, Vol. 32, 1958 - to date

Canadian Historical Review, Vol. 37, 1956 - to date

Harper's Magazine, Vol. 1, 1950 - to date

Hispanic American Historial Review, Vol. 1-40, 1918-1960 on microfiche; Vol. 41, 1961 - to date

Historian, Vol. 18, 1955 - to date

Huntington Library Quarterly, Vol. 23, 1960 - to date

Journal of American History, Vol. 51, 1964 - to date

*Journal of Economic History, Vol. 9, 1949 - to date

Journal of Negro History, Vol. 1-49, 1916-1964 on microfilm;
Vol. 50, 1965 - to date

*Journal of Politics, Vol. 1, 1939 - to date

Labor History, Vol. 2, 1961 - to date

Mid-America, Vol. 40-49, 1958-1967

Mississippi Valley Historical Review, Vol. 1-50, 1914-1964
(became the Journal of American History in 1964)

Niles' Weekly Register, Vol. 1-75, 1811-1849 in the rare book section

North American Review, Vol. 1-248, 1815-1940 in the rare book section

North American Review, new series, Vol. 1-11, 1964-1974

Pacific Affairs, Vol. 34, 1960 - to date

Pacific Historical Review, Vol. 19-33, 1950-1964 on microfilm;
Vol. 34, 1965 - to date

*Political Science Quarterly, Vol. 1, 1886 - to date

Sociological Review, Vol. 1-13, 1908-1922

Western Folklore, Vol. 29, 1970 - to date

Western Political Quarterly, Vol. 1, 1948 - to date

VII. Newspapers — Location

The New York Times, 1851 - to date — Main Floor Microform Area

This newspaper has a long history and prides itself on being a newspaper of historical record. It will contain contemporary accounts of historical events and includes the texts of many major American Documents. For the years 1940 to 1949 it is still in the bound form. The New York Times Index is located in the index area.

The following is an example of a sample entry from The New York Times Index of 1876:

Indians,
Little Big Horn Battle; Massacre of Gen. Custer and his Command.....July 6 and 7—1 - 1

(Dates, Page, Column)

VIII. Government Documents

The Roy O. West Library is a select depository of U.S. government publications. It is the oldest such depository in Indiana, and the collection consists of several thousand government publications. Included on this guide are brief explanations of the major indexes to the government documents and sample government publications that are relevant to the study of the American West.

More extensive guides to the entire area of government documents are available in the reference office.

A. Indexes

	Location
Monthly Catalog of United States Government Publications 1925 - to date	Main Floor Index Area

This is the standard guide to a majority of U.S. government publications. It is issued monthly and arranged by issuing agency. All items listed in the catalog have an entry number and a classification number. The government documents are shelved on the third floor of the library according to their Superintendent of Documents classification number.

Cumulative Subject Index to the Monthly Catalog of the United States Government Publications 1900-1971.	Main Floor Index Area

This is a cumulative subject index to the Monthly Catalog for the period 1900-1971. It offers a relatively quick subject guide in one alphabetical list to the government publications. A more complete guide to using it and the Monthly Catalog is located in the index area.

Other indexes are available for researching government documents published in the 19th century. Ask at the reference desk for assistance with these other older indexes.

B. Selected Government Documents

The following are selected examples of major government publications that will be helpful in the study of the American West. They range from original source materials to popular accounts of historical events and individuals.

1. Congressional Activities

The Debates and Proceedings in the Congress of the United States, 1st -18th Congress, March 3, 1789 - May 27, 1824.	Main Floor Microform Area
Register of Debates in Congress. 18th - 25th Congress, December 6, 1824 - October 16, 1837.	

		Location
	The Congressional Globe. 23rd Congress to 42nd Congress, December 1833 to March 3, 1873.	Main Floor Microform Area
	Congressional Record: Proceedings and Debates of the Congress 43rd - , 1873 - These works are a record of the activities and debates of Congress	Partially on Microfilm and Bound on 3rd Floor
	Congressional Serial Set. This series consists of reports on public and private bills, and special reports. They begin with the 32nd Congress in 1851-52 with partial coverage for earlier years.	Third Floor Government Documents

2. Miscellaneous Publications

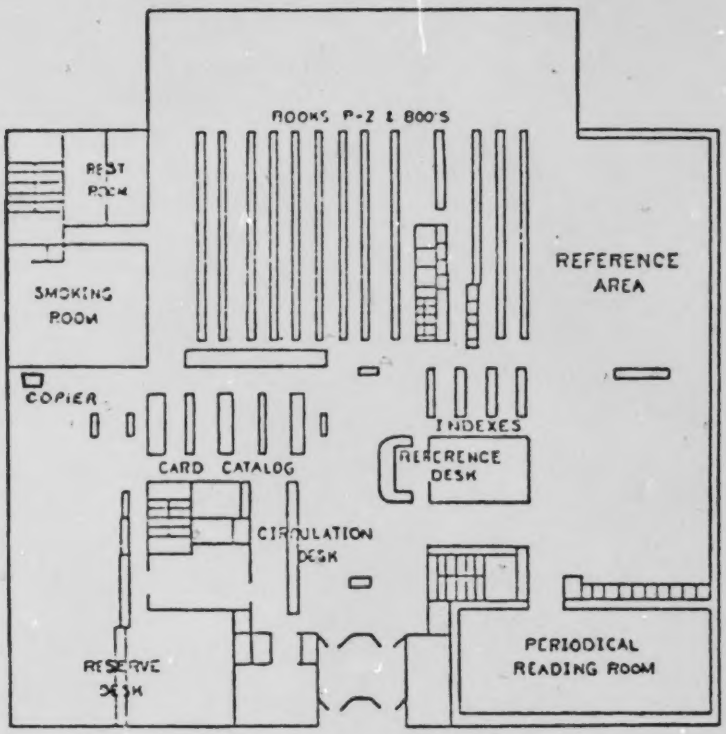
I29.2: B48/3	The Big Bend: A History of the Last Texas Frontier, by Ronnie C. Tyler, 1975. Published by the National Park Service, this is a history of a section of Southwest Texas.	Third Floor Government Documents
I20.2: In2/27	Biographical Sketches and Anecdotes of Ninety-Five of 120 Principal Chiefs From the Indian of North America, by Thomas L. McKenney and James Hall, 1838. A reprint of an 1838 publication of the U.S. War Department.	Third Floor Government Documents
I21.5: Vol.	Decisions of the Department of the Interior and General Land Office in Cases Relating to the Public Lands, Vol. 1-47, 1881-1921. An extensive record of government policy towards public lands in the late 19th and early 20th century.	Third Floor Government Documents
I20.2: H62	A History of Indian Policy, by S. Lyman Tyler, 1973. A history of U.S. government Indian policy from earliest times to the present. Includes a bibliography of publications, including Bureau of Indian Affairs publications and other government publications, relating to American Indians.	Third Floor Government Documents
I29.2: H62/9/ v. 13	Lewis and Clark: Historical Places Associated with Their Transcontinental Exploration (1804-06), by Roy. E. Appleman, 1975. Sponsored by the National Park Service, this work devotes over 250 pages to a history of the Lewis and Clark expedition in addition to an account of historical sites associated with it.	Third Floor Government Documents

		Location
I29.2: H62/9/ v. 11	Prospectors, Cowhand, and Sodbuster: Historical Places Associated with the Mining, Ranching, and Farming Frontiers in the Trans-Mississippi West, by Odie B. Faulk, Benjamin F. Gilbert, and Lawrence Kinnaird, 1967. Sponsored by the National Park Service, this is both an account of historical sites and a discussion of their background. A section listing major books for additional reading is included.	Third Floor Government Documents
I29 59: 11	The Steamboat Bertrand, By Jerome E. Petsche, 1974. The history, excavation, and architecture of a Missouri river steamboat that sank in 1865 while enroute to Fort Benton, Montanta Territory is discussed in this work. The remains, rediscovered in 1968, are a record of frontier life. Numerous pictures of artifacts as well as a discussion of the significance of the steamboat on the frontier is included.	Third Floor Government Documents
GS4. 13 (vol.)	The Territorial Papers of the United States, compiled by Clarence Edwin Carter (1931-1961) and John Porter Bloom (1964-), 27 volumes published from 1931 to date. Consists of the texts of the official records of some 30 states of the United States during their territorial periods, arranged in the order of creation of the territories.	Third Floor Government Documents

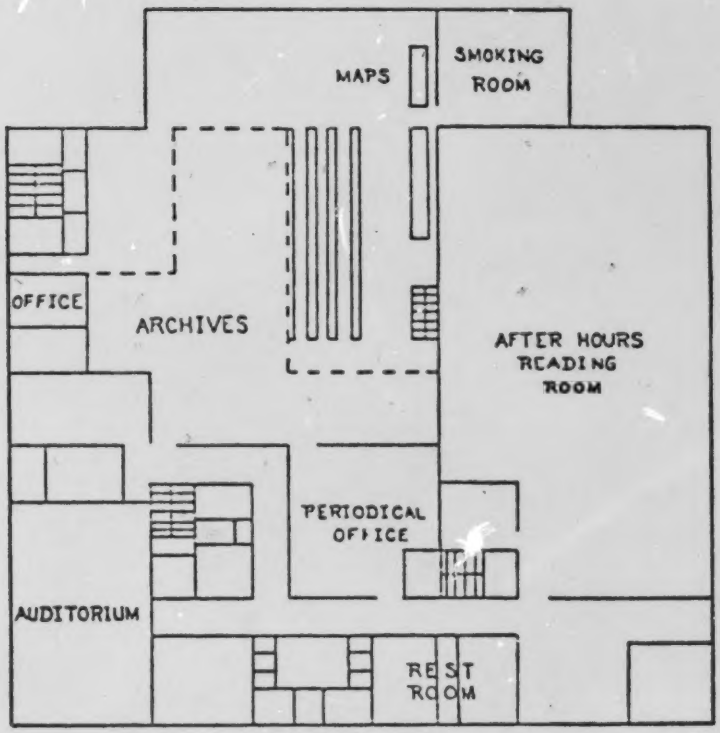
FOR ADDITIONAL ASSISTANCE PLEASE ASK AT THE REFERENCE DESK

1/24/77

FLOOR MAPS

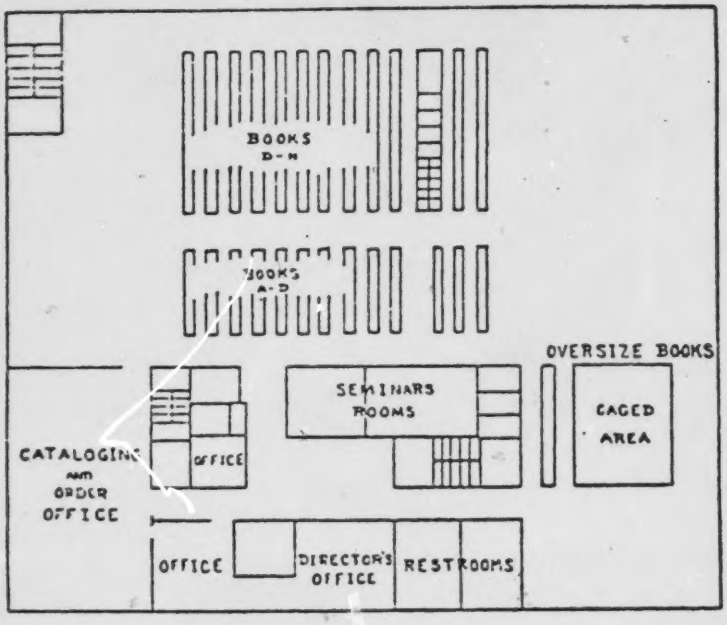


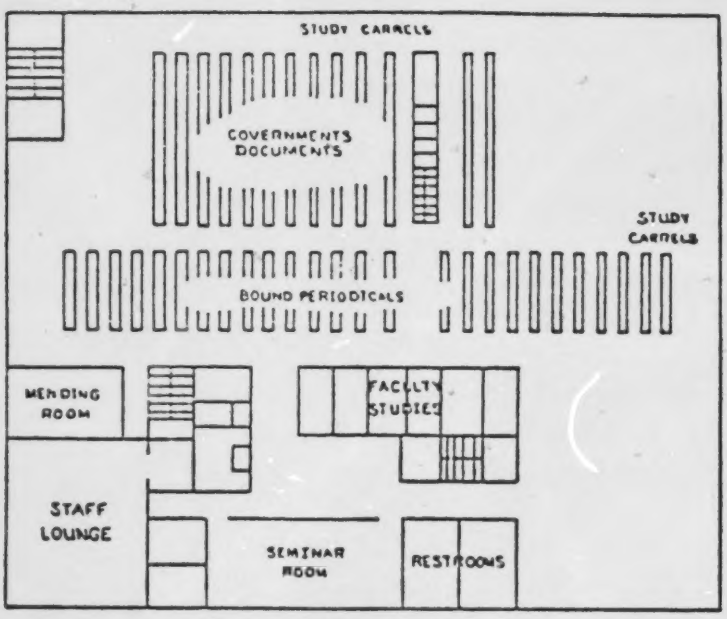
MAIN FLOOR



GROUND FLOOR

SECOND FLOOR





THIRD FLOOR

Appendix H

Searching for LITERARY CRITICISM
in the Roy O. West Library
(Including PROSE, POETRY, and DRAMA)

Prepared by
Larry Hardesty
and
Kathleen Owens
Reference Librarians

Literary criticism can be found in many library resources. The following is a guide to selected major sources, and the focus is on those sources which provide access to criticism rather than the critical works themselves. More extensive criticism will be found on English-language literature than literature of other languages.

FOR ADDITIONAL ASSISTANCE PLEASE ASK AT THE REFERENCE DESK.

In searching for literary criticism, it is important to have the following information: 1) the full name of the writer; 2) the exact title of the work; and 3) the year the work was first published. Any gaps in this information probably can be completed early in the search process. The process also can be simplified by knowing the nationality of the author, the birth and death dates, and the genre of the writer's literary output (drama, short stories, etc.). Much of this background information can be located through a general encyclopedia or other general reference works discussed under Section II, below.

"Search strategy" is an important concept when doing any library research. To search efficiently is to search in such a way that all materials on a topic are identifiable and accessible. You can then choose among the available information those essays, magazine articles, newspaper articles, and books which will be most useful for a particular topic. The search strategy varies with the type of information sought, but the process of searching for literary criticism can be outlined generally as follows:

What to do	Where to find it
1. gather identifying information on the author and work in question; this information is necessary for steps (b), (c), (d) and (e)	"Quick" reference sources--dictionaries, handbooks, encyclopedias, etc. (See Section II)
2. gather infofmation from collected criticism--get a sense of critical tone	Reviews of the literature, "Libraries" of literary criticism (See Section IIIB)

3.	gather lists of criticism to be found in magazines in the Roy O. West Library	Indexes (See Section IIIA) Serial bibliographies (See Section IIIA) Bibliographies by type of literature (See Section IIIC)
4.	gather criticism to be found in books--both books completely about one author and books discussing that author in context of other literature	Card Catalog (See Section IV) Also, some of the indexes cover books, e.g., Essay and General Literature Index (See Section IIIA)
5.	expand the search to other libraries (if time allows)--use bibliographies to identify articles not in the Roy O. West Library	See Section II Also see the information sheet on Interlibrary Loan available on the Library Guide Stand

The search strategy will vary depending on such factors as the amount of information you already have, the amount of criticism you need to find, and the amount of time available for the search (which determines whether or not you can use Interlibrary Loan). In general, though, the process flows from the more general background works to the specific bibliographies of criticism which lead to the critical works themselves. This guide follows such a hierarchy,

CONTENTS

I. Guides to the Literature 3

II. Background Sources: Dictionaries, Encyclopedias, Handbooks 4

III. Bibliographies of Criticism 6

A. Current Serial Bibliographies and Indexes . . . 6
B. Collections of Critical Excerpts 8
C. Criticism by Genre 9
1. Novels 9
2. Short Stories 10
3. Drama 10
4. Poetry 11
D. Other Bibliographies of Criticism 12

IV. Access to Books: Using the Card Catalog 13

V. Book Reviews 14

I GUIDES TO THE LITERATURE OF LITERARY CRITICISM

So many access sources are available to help in finding literary criticism that one needs a source to help find the access sources. This guide is such a source--it should help you locate books, indexes, etc., in the Roy O. West Library which will help you find the literary criticism. Many companies also publish "guides to the literature" which have the same purpose as this guide; the difference is that this guide is specific to the resources of the Roy O. West Library. Commercially-published guides are useful, however, for more in-depth searching--more detailed explanation of sources, and a greater quantity of sources listed. Four such sources which might help you are described here. (With every source listed in this guide the call number and location will be given.)

		Location
Ref Z 6511 .K4	Problems in Literary Research: A Guide to Selected Reference Works, by Dorothea Kehler, 1975. A most useful work which deals specifically with literary criticism sources. For each source listed are given detailed notes on scope and contents, arrangement, and the relationship to other available works.	Main Floor Reference Area
Ref Z 1225 .L494	American Literature: A Study and Research Guide, by Lewis Leary and John Auchard, 1976. Covers general sources on American literature, plus brief discussion of research materials on 29 major American authors. Also discusses basic research techniques, and includes a sample research paper.	Main Floor Reference Area
Ref Z 5579 .R63	The Humanities: A Selective Guide to Information Sources, by A. Robert Rogers, 1974 Covers philosophy, religion, visual arts, performing arts, and language and literature. Arrangement is by discipline and then by topic. Gives descriptions of sources and some evaluation.	Main Floor Reference Area
Ref Z 1035.1 .S43 1975	Guide to Reference Books, 9th ed., by Eugene Paul Sheehy, 1975. The source for descriptions of reference books in all fields, including literary criticism. The "slant" is American, but British and other sources are well covered.	Main Floor At Reference Desk

I. BACKGROUND SOURCES: DICTIONARIES, ENCYCLOPEDIAS, HANDBOOKS

Some of the more general sources will provide identifying information which you may need before you actually begin looking for specific criticism. The following list is only a smattering of the available books of this type--for other titles, use the card catalog or ask at the Reference Desk.

Many of the following sources provide some biographical information, but if you are doing primarily a biographical study, please use the guide to "Searching for Biographical Information" (on the Library Guide Stand) in addition to this guide.

Dictionaries		Location
Ref PN 44.5 .S46 cop.3	Dictionary of Literaty Terms, by Harry Shaw, 1972. Explains and illustrates literary terms, references, and allusions.	Main Floor At Reference Desk
Ref PE 1625 .M7	Murry's English Dictionary on Historical Principles, edited by James A. H. Murry, 1888. This famous "Oxford English Dictionary" has 10 volumes plus a supplement. Traces the meanings of words through history, and thereby provides definitions needed for accurate critical reading of older literature.	Main Floor Reference Area Center Shelves

Encyclopedias

Note: Many authors are discussed in general encyclopedias such as the Brittanica, Americana or Collier's.

Ref PR 19 .S6	The Concise Encyclopedia of English and American Poets & Poetry, edited by Stephen Spender and Donald Hall, 1963. A one volume encyclopedia covering both literary terms and authors. Has many plates with photographs. A bibliography is provided at the end of the encyclopedia.	Main Floor Reference Area
Ref PN 1021 .E5 1974	Princeton Encyclopedia of Poetry and Poetics, edited by Alex Preminger, 1974. One volume--but quite comprehensive--dealing with the history, theory, technique and criticism of poetry. No articles on individual authors or poems.	Main Floor Reference Area

Ref PN 774 .L433	Encyclopedia of World Literature in the 20th Century, edited by Wolfgang Bernard Fleischmann, 1967. A 3-volume set with some 1400 entries covering major aspects of the literature of the 20th century. Scope is international. Has many photographs, and bibliographies are given with almost every article.	Main Floor Reference Area
Ref PN 41 .C3	Cassell's Encyclopedia of World Literature, edited by S.H. Steinberg, 1954. A 2-volume work with 3 parts: Part I: Histories of the literatures of the world and general literary subjects; Part II: biographies of authors who died before August 1914; Part III: Biographies of authors living in August 1914 or who were born after that date. Gives bibliographies with each entry.	Main Floor Reference Area

Handbooks

Ref PN 41 .H6 1972	A Handbook to Literature, 3d ed., by C. Hugh Holman, 1972. An alphabetical listing of over 1360 words and phrases peculiar to the study of English and American literature. Also includes an "Outline of Literary History, English and American" and lists of literary prizes.	Main Floor Reference Area
Ref PR 19 .H3 1967	The Oxford Companion to English Literature, 4th ed., edited by Sir Paul Harvey, 1967. "Oxford Companions" are the most comprehensive of the handbooks. Entries are alphabetical, and include English authors, places, terms, famous fictional characters, titles of famous works.	Main Floor Reference Area
Ref PS 21 .H3 1965	The Oxford Companion to American Literature, 4th ed., edited by James David Hart, 1965. Similar to the companion for English literature, except covering American literature.	Main Floor Reference Area

Note: The Library also has The Oxford Companion to French Literature (Ref/PQ41/.H3) and The Oxford Companion to Canadian History and Literature (Ref/PR9106/.S7/1967).

		Location
Ref PS 88 .L522 V.1-2	Literary History of the United States, 4th ed., edited by Robert E. Spillar, 1974. The first volume is a chronological history of U.S. literature, and is in effect a cultural history of the U.S. viewed through the lens of literature. The second volume is a bibliography.	Main Floor Reference Area
PR 83 .B3 1967	Literary History of England, 2nd ed., edited by Albert C. Baugh, 1967. A chronological history of English literature. Deals in some depth with the backgrounds of the various periods as well as with specific authors.	Main Floor General Collection
Ref PN 2035 .H3 1967	The Oxford Companion to the Theatre, 3d ed., edited by Phyllis Hartnoll, 1967. All drama is covered, though emphasis is upon plays in performance. Motion pictures are excluded. Has an extensive bibliography.	Main Floor Reference Area

II. BIBLIOGRAPHIES OF CRITICISM

Once you have appropriate background information, the next step is gathering critical articles. Sometimes you may want general articles on a literary topic or on a particular author; other times you may want specific articles dealing with one particluar play, novel, short story or poem. The sources listed here will lead you to either type of criticism.

A. Current Serial Bibliographies and Indexes

The following sources will give you lists of critical articles about particular authors and/or their works. These are called "serials" because they come in a "series", which means they are issued on a regular basis. These are sources for current and older criticism.

	Location
Essay and General Literature Index (1900-to date). Despite the undescriptive title, this index is extremely valuable for access to parts of books which would not be indexed by the card catalog. A writer's works as well as criticism of his/her individual works are listed under the author's name. The index is also arranged by subject. For broader works, use general subject headings. Some examples are: American drama, American fiction, American literature, American poetry, Criticism, Drama, English drama, English fiction, English literature, English poetry, Fiction, Poetry.	Main Floor Index Area

		Location
	Humanities Index (1974 - to date). formerly: Social Sciences & Humanities Index (1964-1974); and International Index to Periodicals (1907-1964). Indexes scholarly journals in the humanities. The most useful subject heading is the author's name. Examples of useful subject headings--for the purpose of finding broader works--are: American drama, American fiction, American poetry, Criticism, English drama, English poetry, English fiction, Poetics, Short story.	Main Floor Index Area
	Reader's Guide to Periodical Literature (1900-to date). The major index to popular magazines in the U.S., but probably not as useful as the two preceding indexes when searching for literary criticism. Look under author's name. Use general headings for more general works; some examples are: American drama, American fiction, American literature, American poetry, Criticism, Drama, English drama, English fiction, English literature, English poetry, Fiction, Poetry.	Main Floor Index Area
Ref Z 7006 .M64 [year]	MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, Modern Language Association of America. A comprehensive annual listing of books and articles on language and literature. Contains four volumes within one bound volume. Arrangement is by language of the literature, subdivided by period, then by topic and authors' names (e.g.: American Literature V - Twentieth Century - Faulkner). Includes all languages. Analyzes about 2300 journals; this is the basic source for scholars. Beginning with 1970, if the item has an asterisk (*), a summary of that article will be found in the MLA Abstracts (Ref/P1/.M64/[year]).	Main Floor Reference Area
Ref Z 2011 .M69 [vol] [year]	Annual Bibliography of English Language and Literature, Modern Humanities Research Association. Another annual volume listing criticism, but this one is restricted to the English language. Use in conjunction with the MLA. Arrangement is similar to MLA, but easiest access is through "Index of Authors and Subjects Treated."	Main Floor Reference Area

B. Collections of Excerpts

These sets, called "libraries of literary criticism," contains excerpts of critical comments about authors. They are most useful for an overall sense of reaction to an author, and can be used as selected bibliographies in that you can locate the original works.

		Location
Ref PR 83 .M73 1935 V.1-8	The Library of Literary Criticism of English and American Authors, edited by Charles Moulton, 1935. An 8-volume compilation of quoted material for the years 680-1904.	Main Floor Reference Area
Ref PR 83 .M73 1966 V.1-4	Moulton's Library of Literary Criticism of English and American Authors, edited by Charles Moulton, 1966. A 4-volume abridgement and update of the previous work. Some writiers have been dropped; others have been added.	Main Floor Reference Area
Ref PR 473 .T4 V.1-4	Library of Literary Criticism: Modern British Literature, 1966. Plus Supplement, 1975. A 4-volume set giving excerpts from critical material found in popular and scholarly journals and books; covers only 20th century British writers. The Supplement brings criticism up to date on original authors and adds 49 new authors.	Main Floor Reference Area
Ref PS 221 .C8 1969 V.1-3	Library of Literary Criticism: Modern American Literature, 1969. A 3-volume set similar to the above work, but covers 20th century American writers.	Main Floor Reference Area
Ref PN 813 .C8	Library of Literary Criticism: Modern Romance Literatures, 1967. A good source for a survey of English language criticism of Romance language literature.	Main Floor Reference Area
Ref PQ 7081 .F63 1975 V.1-2	A Library of Literary Criticism: Modern Latin American Literature, 1975 Similar to all other libraries of literary criticism, but covering Latin American literature. Criticism is in English.	Main Floor Reference Area

C. Criticism by Genre

Some checklists of critical works are developed which cover only one particular genre of literature (novel, short story, poetry, drama). The following sources are listed within these four categories.

1. Novels

		Location
Ref Z 2014 .F4 B4	The English Novel 1578-1956; A Checklist of Twentieth-Century Criticisms, by Inglis F. Bell and Donald Baird, 1958. Indexes about 2000 books and over 100 magazines for criticism of English novelists. Look under the writer's name; individual novel titles are alphabetized under the author's name.	Main Floor Reference Area
Ref Z 2014 .F5 P26	English Novel Explication; Criticisms to 1972, by Helen H. Palmer and Anne Jane Dyson, 1973. Updates the previous work. A comprehensive guide to critical literature on the English novel published from 1958 to 1972. Lists over 4800 articles. Arrangement same as previous work.	Main Floor Reference Area
Ref Z 1231 .F4 G4 V.1-2	The American Novel 1789-1959; A checklist of Twentieth-Century Criticism, by Donna Gertenberger and George Hendrick, 1961. _____. Volume II: Criticism Written 1960-1968, 1970. This 2-volume set lists criticism of the American novel which was written from 1900-1968. Arrangement is by the author of the novels and it is necessary to check both volumes for a complete list.	Main Floor Reference Area
Ref Z 1231 .F4 A34	The Contemporary Novel; A Checklist of Critical Literature on the British and American Novel since 1945, by Irving Adelman and Rita Dwarkin, 1972. A selective list of critical literature on contemporary novels (written since 1945). Indexes books and magazines.	Main Floor Reference Area
Ref PR 401 .E9 V.3	The Explicator Cyclopedia; Volume III: Prose, 1968. Contains critical essays taken from the magazine The Explicator on famous novels and short stories. Essays are signed, and arrangement is by the author of the work.	Main Floor At Reference Desk
Ref Z 2014 .F5 D74	The Contemporary English Novel; An Annotated Bibliography of Secondary Sources, by Horst W. Drescher and Bernd Kahrmann, 1973. Covers English novels since about 1954. Part I lists bibliographies and reference works; Part II lists criticism about individual authors.	Main Floor Reference Area

2. Short Stories

		Location
Ref Z 5917 .S5	Twentieth-Century Short Story Explication; Interpretations, 1900-1966, of Short Fiction since 1800, compiled by Warren S, Walker, 1967. Twentieth-Century Short Story Explication 1967-1969, Supplement I, 1970. Twentieth-Century Short Story Explication 1970-1972, Supplement II, 1973. These three volumes provide a list of short story explication published from 1900 to 1972 in books and periodicals. Entries are limited to material written in English except for a few important articles. Arrangement alphabetically by author, with titles of individual stories alphabetized under the author's name.	Main Floor Reference Area
Ref Z 5917 .S5 T5	Short Fiction Criticism: A Checklist of Interpretation since 1925 of Stories and Novelettes (American, British, Continental): 1800-1958, by Jarvis Thurston et al., 1960. A list of criticism on short stories taken from books and magazines, but leaning toward books. Arranged alphabetically by author.	Main Floor Reference Area
Ref PR 401 .E9 V.3	The Explicator Encyclopedia; Volume III: Prose, 1968. Contains critical essays taken from the magazine The Explicator. Covers prominent short stories and novels. Essays are signed and dated. Arrangement is by author of the work.	Main Floor At Reference Desk

3. Drama

Ref Z 5781 .B8	Dramatic Criticism Index; A Bibliography of Commentaries on Playwrights from Ibsen to the Avant-Garde, by Paul F. Breed and Florence M. Sniderman, 1972. A selective index to commentaries on modern playwrights and their plays. Playwrights are listed alphabetically and each section then has general categories and categories for individual plays.	Main Floor Reference Area
Ref Z 1231 .D7 C6 V.1-6	Drama Criticism, by Arthur Coleman and Gary R. Tyler, 1966. Indexes drama criticism on American and British drama appearing in periodicals and books from 1940 to 1964. Arranged alphabetically by dramatist.	Main Floor Reference Area

		Location
Ref Z 1231 /D7 P3	American Drama Criticism, compiled by Helen H. Palmer and Jane Anne Dyson, 1967. American Drama Criticism, Supplement I. American Drama Criticism, Supplement II. First volume indexes criticism of American drama published between 1890 and 1965 in books and periodicals. Supplement I covers to Jan., 1969; Supplement II covers to Jan., 1975. Arranged alphabetically by playwright, with plays alphabetized under the author's name.	Main Floor Reference Area
Ref Z 5781 .A35	Modern Drama; A Checklist of Critical Literature on 20th Century Plays, by Irving Adelman and Rita Dworkin, 1967. Selectively surveys critical literature of 20th century drama. Arranged alphabetically by author. International in scope.	Main Floor Reference Area

4. Poetry

Ref Z 2014 .P7 K8 1962	Poetry Explication; A Checklist of Interpretation since 1925 of British and American Poems Past and Present, by Joseph M. Kuntz, 1962. Indexes poetry explication published between 1925 and 1959. Generally limited to poems under 500 lines, and omits treatments from books devoted to single authors. Arranged alphabetically by poet.	Main Floor At Reference Desk
Ref PR 89 .C5	An Index to Criticism of British and American Poetry, compiled by Gloria S. Cline and Jeffery A. Baker, 1973. Indexes poetry criticism found in books and magazines. Text divided into two parts: part one lists poets, poem titles and critic citations; part two lists entries under critics' surnames. Has an index to poem titles.	Main Floor Reference Area
Ref PR 401 .E9 V.1-2	The Explicator Cyclopedia; Volume I: Modern Poetry; Volume II: Traditional Poetry, Medieval to Late Victorian, 1966, 1968. Compilations of essays taken from the magazine The Explicator which explicate notable British and American poems. While the above poetry sources are lists of articles, these volumes actually contain the critical essays themselves. The essays are signed, and in order by poet.	Main Floor At Reference Desk

D. Other Bibliographies of Criticism

A few useful bibliographies defied categorization in this guide, and these sources will be listed here. Of primary importance is the New Cambridge Bibliography which is listed first.

		Location
Ref Z 2011 .N45 V.2-4	The New Cambridge Bibliography of English Literature, edited by George Watson. Vol. I: 600-1600 (1973) (DePauw does not own) Vol. II: 1600-1800 (1971) Vol. III: 1800-1900 (1969) Vol. IV: 1900-1950 (1972) Considered by many to be the authoritative bibliography of English literature. Similar to the MLA and ABELL (See Section IIIA, p. 7), but the New Cambridge does not come out annually. To use this bibliograpghy: identify time period and choose appropriate volume; once you have the right volume in hand the easiest use is through the Index or Table of Contents.	Main Floor Reference Area
Ref PN 425 .C58	Authors: Critical and Biographical References; A Guide to 4700 Critical and Biographical Passages in Books, by Richard E. Combs, 1971. Analyzes nearly 500 books containing literary criticism written in English. Not limited by time or language. Most references are critical rather than biographical. Has "directions for use" in front.	Main Floor Reference Area
Ref Z 1225 .A1	Bibliography of Bibliographies in American Literature, by Charles H. Nilon, 1970. Simply lists bibliographies on American literature. Has a section of basic bibliographies, author bibliographies (divided by century), genre bibliographies, and others. Easiest access is through the Table of Contents or the excellent index.	Main Floor Reference Area
Ref Z 7016 .G9	Greek and Roman Authors: A Checklist if Criticism, by Thomas Gwinup and Fidelia Dickinson, 1973. A comprehensive list of recent criticism of 70 Greek and Roman authors. Alphabetical by author.	Main Floor Reference Area
Ref Z 1231 .F4	American Fiction, 1900-1950: A Guide to Information Sources, by James Woodress, 1974. A general bibliography of background and specialized source material for American fiction 1900-1950. Also has 48 bibliographic essays on major writers of that time period.	Main Floor Reference Area

V. ACCESS TO BOOKS: USING THE CARD CATALOG

The card catalog is the index to the books in the Roy O. West Library. A more complete guide on Using the Card Catalog is available on the Library Guide Stand.

In searching for literary criticism on a specific writer, the best approach to the card catalog is looking under that author's last name, e.g.,

Conrad, Joseph, 1857-1924.

Listed under the author's name you will find: first, works the library owns which were written by the author; and second, works which were written about the author. In the latter case the author's name will be shown on the card as a subject heading. These books will probably give you the most extensive (though not the most current) criticism on an individual author.

Not every author, however, is widely recognized enough to merit whole books of literary criticism. You also must be aware that the Roy O. West Library does not own every book which could help you. One solution to both problems is to search for the more general works which may contain a chapter (or at least several pages) of criticism on the author you are researching. Sometimes, in fact, these works are more useful because of the perspective offered.

One way to find criticism in general works is to use Essay and General Literature Index (See Section IIIA, p. 6), which indexes parts of some selected books. Another way is to use the more general subject headings of the card catalog which will lead you to appropriate general books. Once you have selected a general book, you can use the index or table of contents to see if the author is covered in that book. The keys to this process are knowing which subject headings to use and being patient.

A guide to identifying possible subject headings is:

		Location
Ref Z 695 .U4749	Library of Congress Subject Headings. This work consists of two large red volumes located near the card catalog. Not every possible subject heading can be used in the card catalog, and these volumes list the "approved" subject headings. The Subject Headings books will tell you which subject headings will be used in the card catalog if the library has a book on that particular topic.	Main Floor Card Catalog Area

On the following page is a selected list of subject headings which should be useful for finding literary criticism.

Selected Subject Headings for finding Literary Criticism

American drama
American drama - History
American drama - [by time period]
American essays
American essays - [by time period]
American fiction
American fiction - History and criticism
American fiction - [by time period]
American literature
American literature - History and criticism
American literature - [by time period]
American poetry
American poetry - History and criticism
American poetry - [by time period]

Criticism
Criticism - Bibliography
Criticism - History
Criticism, Textual
Criticism - [by country or place]
Critics on [name of individual author]

Drama
Drama - Bibliography
Drama - History and criticism
Drama - [by time period]

English drama
English drama - History and criticism
English drama - [by time period]
English essays
English essays - [by time period]

English fiction
English fiction - History and criticism
English fiction - [by time period]
English literature
English literature - History and criticism
English literature - [by time period]
English poetry
English poetry - History and criticism
English poetry - [by time period]

Fiction
Fiction - History and criticism
Fiction - [by time period]

Literature
Literature - Addresses, essays, lectures
Literature, Comparative
Literature - History and criticism
Literature, Medieval
Literature, Modern

Poetics
Poetry
Poetry - History and criticism
Poetry - [by time period]

Short stories
Short stories, American
Short stories, English

Style, Literary

.V. BOOK REVIEWS

Book reviews are treated as a separate section because reviews are really a subset of literary criticism. "The primary purpose of a book review is to consider faults and excellencies and then render careful judgment" (Dictionary of Literary Terms, p. 55). Book reviews tend to be much shorter than criticism, and therefore tend to evaluate the work more generally and sometimes more superficially. Book reviews are extremely useful for accounts of the contemporary reception of a book (how the society received it at the time it was published); another major use is for evaluation of current publications.

Book reviews usually are found in magazines, journals, and newspapers. Some magazines are comprised entirely of book reviews; other magazines have small sections devoted to book reviews. Some magazines which consist of book reviews either wholly or in large part are: Booklist, Choice, Horn

Book Magazine, Library Journal, New York Review of Books, New York Times Book Review, Publishers' Weekly, and the Times Literary Supplement. Knowing these titles is important only when the book is so recent that the book review indexes are not yet published: in this case you may need to browse through recent issues of the reviewing sources to find a review.

Most of the time you can rely on the indexes to lead you to book reviews. The appropriate indexes to use are listed below.

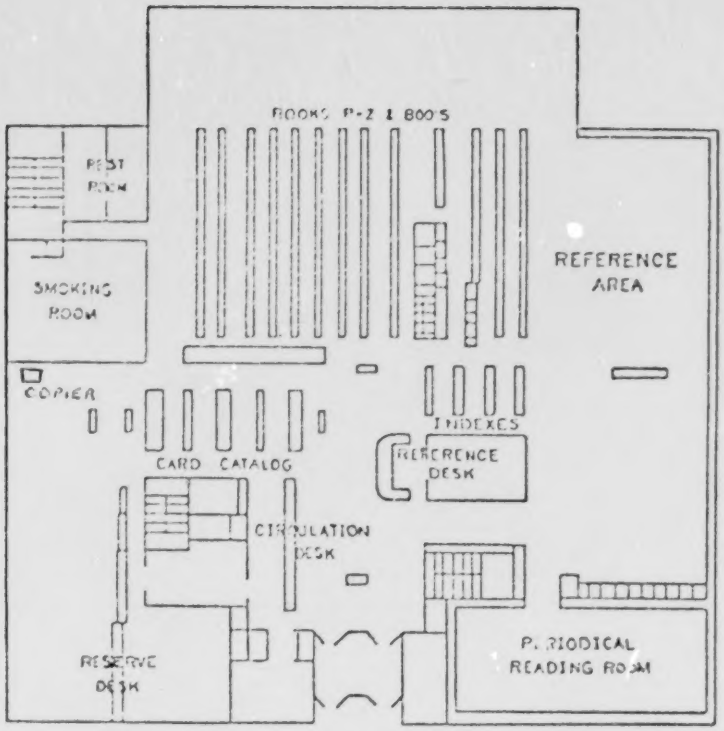
	Location
Book Review Digest (1905-to date). The major index to reviews of books. Published monthly. Indexes more than 5000 selected reviews from 75 magazines annually. Includes excerpts from the reviews and reference to the magazines where the whole review can be found. To use the index: Choose the volume for the year the book was published and look under the author's last name. If there is no entry, try the next year. There is a subject and title index at the back.	Main Floor Index Area
Book Review Index (1965 - to date). This work indexes all reviews in more than 200 magazines. Includes many more citations than Book Review Digest, but does not contain excerpts from the reviews. Use like Book Review Digest.	Main Floor Index Area
An Index to Book Reviews in the Humanities (1960 - to date). Analyzes more literary periodicals than any other index of 20th century book reviews. Covers both creative and secondary works. Arranged alphabetically.	Main Floor Index Area
New York Times Index (1851 - to date). An extensive index to a major American newspaper. Section 7 of the Sunday edition is the New York Times Book Review. Look under "Book reviews" and then alphabetically by the author of the book. Especially useful for locating recent reviews.	Main Floor Index Area

The following two indexes were discussed previously in Section IIIA, but their usefulness for locating book reviews warrants repeating the titles.

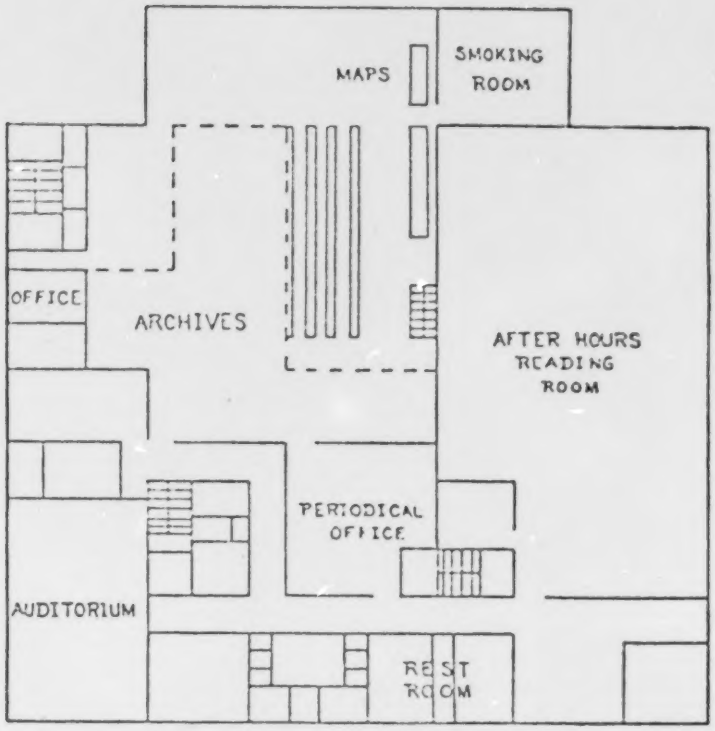
Reader's Guide to Periodical Literature (1900 - to date). The bound annual volumes do not list book reviews, but the paper copies have a special section at the back which lists reviews--useful for recent reviews.	Main Floor Index Area
Humanities Index (1974 - to date). Book reviews are listed in the back of both the bound volumes and the paper copies.	Main Floor Index Area

FOR ADDITIONAL ASSISTANCE PLEASE ASK AT THE REFERENCE DESK.
12-13-76

FORM	LOCATION OF WORK	PLOT SUMMARIES, REVIEWS AND/OR CRITICISM
NOVELS	Card Catalog	Card Catalog (p. 13) Book Review Digest (p. 15) Book Review Index (p. 15) Index to Book Reviews in the Humanities (p. 5) The English Novel 1578-1956 (p. 9) English Novel Explication (p. 9) The Contemporary English Novel (p. 9) The American Novel 1789-1959 (p. 9) The Contemporary Novel (p. 9) The Explicator Cyclopedia (p. 9) Masterplots (Ref./PN44/.M33/1976; Ref Desk) Humanities Index (p. 7) Essay and General Literautre Index (p. 6) MLA International Bibliography (p. 7) Annual Bibliography of English Language and Literature (p. 7)
SHORT STORIES	Card Catalog Short Story Index (Ref/Z5917/.S506)	Card Catalog (p. 13) Twentieth-Century Short Story Explication (p. 10) Short Fiction Criticism (p. 10) The Explicator Cyclopedia (p. 10) Masterplots (Ref/PN44/.M33/1976; Ref Desk) Humanities Index (p. 7) Essay and General Literautre Index (p. 6) MLA International Bibliography (p. 7) Annual Bibliography of English Language and Literautre (p. 7)
DRAMA	Card Catalog Ottemiller's Index to Plays in Collections (Ref/Z5781/.08) Play Index (Ref/Z5781/.P53) Index to One-Act Plays (Ref/Z5781/.L83 Index to Plays in Periodicals (Ref/Z5781/.K43)	Card Catalog (p. 13) Dramatic Criticism Index (p. 10) Drama Criticism (p. 10) American Drama Criticism (p. 11) Modern Drama; A Checklist of Critical Literature on 20th Century Plays (p. 11) Masterplots (Ref/PN44/.M33/1976; Ref Desk) Humanities Index (p. 7) Essay and General Literature Index (p. 6) MLA International Bibliography (p. 7) Annual Bibliography of English Language and Literature (p. 7)
POETRY	Card Catalog Granger's Index to Poetry (Ref/PN1021/.G7)	Card Catalog (p. 13) Poetry Explication (p. 11) An Index to Criticism of British and American Poetry (p. 11) The Explicator Cyclopedia (p. 11) Masterplots (Ref/PN44/.M33/1976; Ref Desk) Humanities Index (p. 7) Essay and General Literature Index (p. 6) MLA International Bibliography (p. 7) Annual Bibliography of English Language and Literature (p. 7)

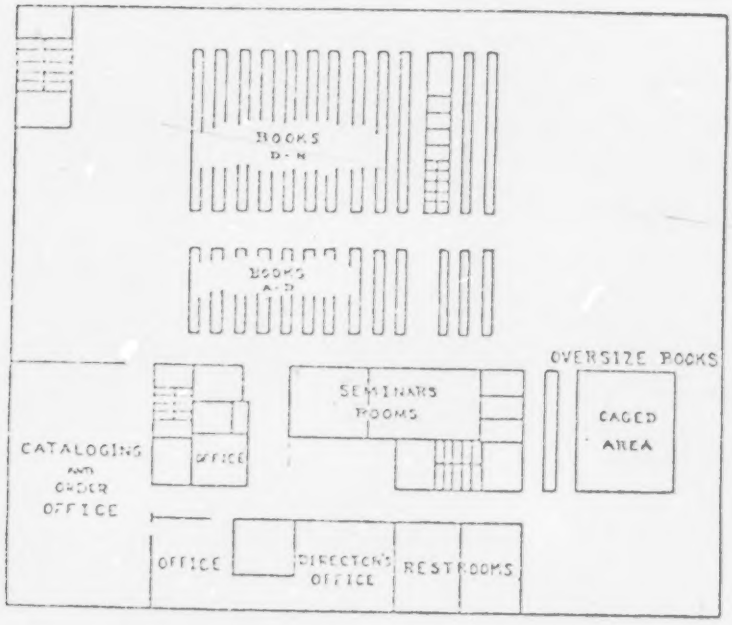


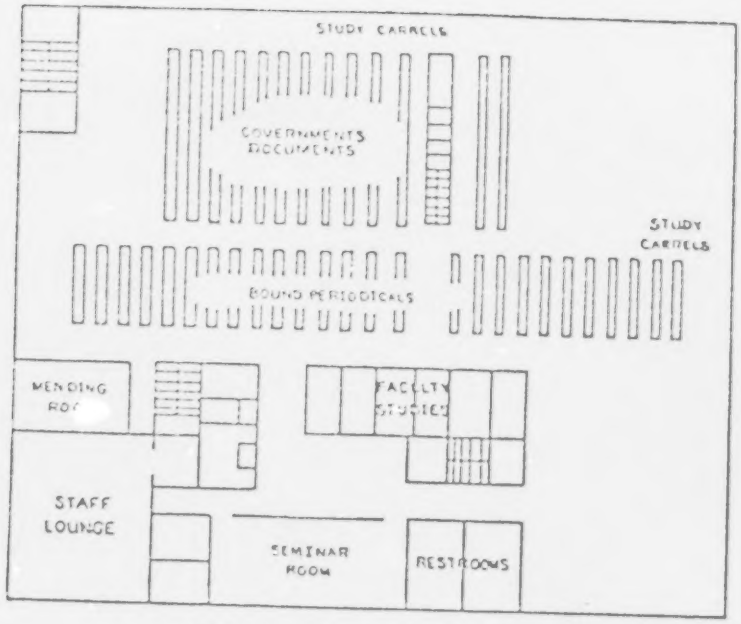
MAIN FLOOR



GROUND FLOOR

SECOND FLOOR





THIRD FLOOR

Appendix I

USING PSYCHOLOGICAL ABSTRACTS

Psychological Abstracts (commonly known as "Psych Abstracts") may be considered the behavioral scientist's "Reader's Guide to Periodical Literature." It is published monthly by the American Psychological Association (APA) and contains summaries (abstracts) of all the articles and books indexed and a brief subject and author index. In June and December of each year appear semi-annual indices which incorporate the indices of the monthly issues.

Psych Abstracts is extremely complete and may be quite technical. If you want to do an especially thorough job on a topic, or your topic is on a very narrow subject, then use Psych Abstracts. You should brace yourself for a certain amount of frustration since Psych Abstracts covers far more journals than a library the size of Roy O. West Library can afford to own. Nevertheless, Roy O. West Library does carry the major resources and using Psych Abstracts is not a fruitless endeavor.

To Use Psych Abstracts:

1. Know when (the exact years) the research on your topic was being carried out and published. (You may obtain this information from secondary sources in which you have read about your topic--such as textbooks or reference books.)

2. Locate the volumes of those years. Find the indices. (For the past few years the indices are bound separately. Otherwise they appear at the end of the volume.)

   (If your topic is presently being investigated look in the most recent volume of Psych Abstracts.)

3. Look for your topic in the "subject index." (See A, next page, for an example.) (If you cannot find your topic, pick a more general topic under which you think it might fall, and look this up.)

   You will find extremely brief descriptions of various articles under your subject heading. Read through them and pick out the ones which may be relevant to what you are researching. Following this description will be a number.

4. Go back through the volume of Psych Abstracts which contains the actual summaries (abstracts) of the studies and articles. (For instance, if the Index is for Vol. 47, 1972, find Vol. 47--it may be bound separately.) Look up the number. (See B, next page, for an example.)

   Read the complete abstract. If after reading this you still think this article is relevant to your topic, check to see if the library subscribes to that magazine or owns that book. Check the Rotary File for journals and magazines; check the card catalog for books. If the library has the title you need, copy down the complete reference (author, title, name of journal, year, volume, and page numbers). Locate the volume in the library and you have access to the complete publication.

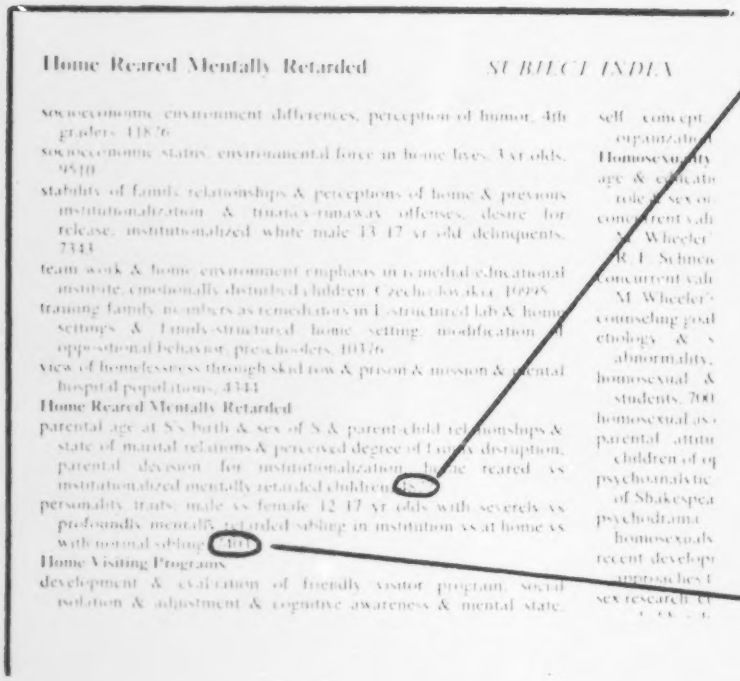
(OVER)

5. Sometimes the entry will list only the identifying information and the summary (abstract) will be missing. (See C, next page, for an example.) The reference will be Dissertation Abstracts International, and you must use that index to read the summary. Copy down the complete reference and look up the appropriate volume and page number to read the summary. (See D, next page, for an example.) You will not be able to see the entire work--only the abstract (unless you want to buy a copy of the thesis from the company who publishes Dissertation Abstracts).

   Dissertation Abstracts are just what the title implies: summaries of doctoral dissertations. When you see the amount of shelf-space cornered by these volumes, you will understand why Psych Abstracts does not reprint the summaries: if all the summaries were repeated, Psych Abstracts would be about 10 times as large as it is now!

IF YOU NEED HELP, BE SURE TO ASK AT THE REFERENCE DESK!

A. Sample from the Subject Index to Psych Abstracts



Home Reared Mentally Retarded — SUBJECT INDEX

socioeconomic environment differences, perception of humor, 4th graders 41876
socioeconomic status, environmental force in home lives, 3 yr olds, 9510
stability of family relationships & perceptions of home & previous institutionalization & truancy-runaway offenses, desire for release, institutionalized white male 13-17 yr old delinquents, 7343
team work & home environment emphasis in remedial-educational institute, emotionally disturbed children, Czechoslovakia, 10795
training family members as remediators in L-structured lab & home settings & family-structured home setting, modification of oppositional behavior, preschoolers, 10376
view of homelessness through skid row & prison & mission & mental hospital populations, 4344

Home Reared Mentally Retarded
parental age at S's birth & sex of S & parent-child relationships & state of marital relations & perceived degree of family disruption, parental decision for institutionalization, home reared vs institutionalized mentally retarded children, 4
personality traits, male vs female 12-17 yr olds with severely vs profoundly mentally retarded sibling in institution vs at home vs with normal siblings, 4045

Home Visiting Programs
development & evaluation of friendly visitor program, social isolation & adjustment & cognitive awareness & mental state, self-concept, organization

Homosexuality
age & education, role of sex of concurrent vali... M. Wheeler's counseling goal ethology & s... abnormality, homosexual & students, 700 homosexual ass... parental attitu... children of o... psychoanalytic ... of Shakespea... psychodrama ... homosexuals ... recent develop... approaches t... sex research, c...

B. Sample from the main section of Psych Abstracts

are made in terms of their use in matching normal and retarded groups on experimental tasks in verbal learning. (23 ref) — *Journal abstract.*

4877 **Wolf, Lucille C. & Whitehead, Paul C.** (Children's Psychiatric Research Inst, London, Canada) **The decision to institutionalize retarded children: Comparison of individually matched groups.** *Mental Retardation,* 1975(Oct), Vol 13(5), 3-7. -Reviewed data on 24 institutionalized retarded children who were individually matched on sex, socioeconomic status, IQ, and American Association of Mental Deficiency diagnostic category, with 24 retarded Ss who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child are significant factors in determining the course of institutionalization. It was found that marital integration was most seriously affected by males and that these children were more likely to be institutionalized than females. (20 ref) — *Journal abstract.*

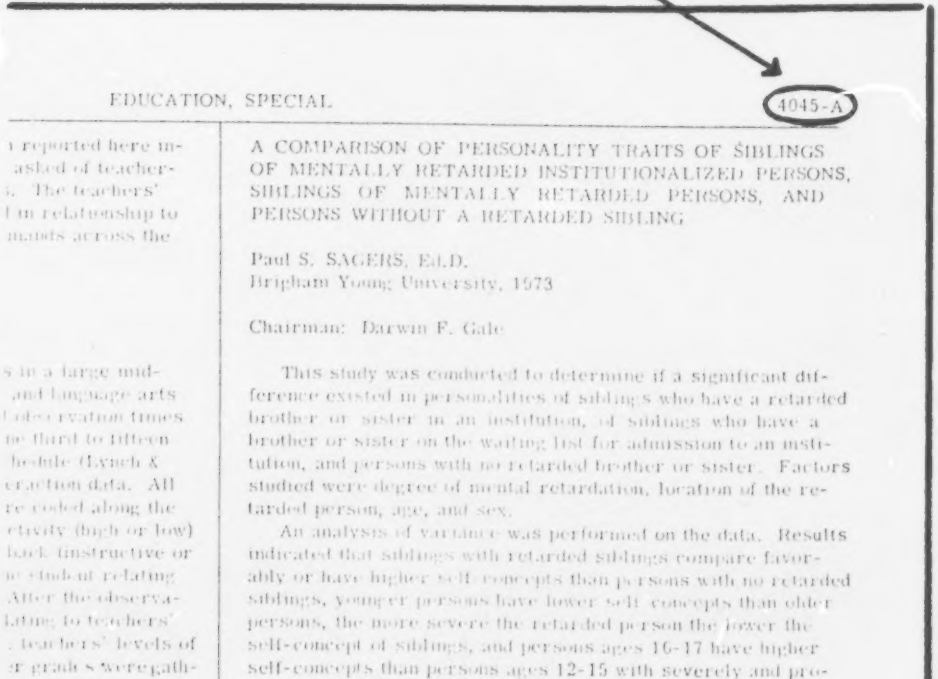
C. Sample from the main section of Psych Abstracts

auditory short term memory in young learning disabled and normal children. *Dissertation Abstracts International,* 1974(Jan), Vol 34(7-A), 4044

4045 **Sagers, Paul S.** (Brigham Young U) **A comparison of personality traits of siblings of mentally retarded institutionalized persons, siblings of mentally retarded persons, and persons without a retarded sibling.** *Dissertation Abstracts International,* 1974(Jan), Vol 34(7-A), 4045

4046 **Schlottmann, Robert S. & Anderson, Victor H.** (Oklahoma State U) **Social and play behaviors of institutionalized mongoloid and nonmongoloid retarded children.** *Journal of Psychology,* 1975(Nov), Vol 91(2),

D. Sample from Dissertation Abstracts International



EDUCATION, SPECIAL — 4045-A

A COMPARISON OF PERSONALITY TRAITS OF SIBLINGS OF MENTALLY RETARDED INSTITUTIONALIZED PERSONS, SIBLINGS OF MENTALLY RETARDED PERSONS, AND PERSONS WITHOUT A RETARDED SIBLING

Paul S. SAGERS, Ed.D.
Brigham Young University, 1973

Chairman: Darwin F. Gale

This study was conducted to determine if a significant difference existed in personalities of siblings who have a retarded brother or sister in an institution, of siblings who have a brother or sister on the waiting list for admission to an institution, and persons with no retarded brother or sister. Factors studied were degree of mental retardation, location of the retarded person, age, and sex.

An analysis of variance was performed on the data. Results indicated that siblings with retarded siblings compare favorably or have higher self-concepts than persons with no retarded siblings, younger persons have lower self-concepts than older persons, the more severe the retarded person the lower the self-concept of siblings, and persons ages 16-17 have higher self-concepts than persons ages 12-15 with severely and profoundly retarded siblings who are on a waiting list for admis-

Appendix J

Searching for Information on LATIN AMERICAN CIVILIZATION
in the Roy O. West Library
DePauw University

Prepared by Larry Hardesty, Reference Librarian, and
Rita Burkett, Reference Assistant - Government Documents

Information concerning Latin American Civilization and related fields can be found in many sources. The following guide is intended only as an introduction to selected major sources which will help you find the books, periodical articles, and government documents you will want to consult as you do your research.

CONTENTS

		Page
I.	Search Strategy	2
II.	General Reference Sources	2
	A. General Sources, not specifically for Latin America . . .	2
	B. General Sources, specifically for Latin America	3
III.	Using Books in the Roy O. West Library	6
	A. The Card Catalog	6
	B. Subject Headings	7
IV.	Periodicals and Newspapers	8
	A. Indexes	8
	B. Some periodicals and newspapers in the Roy O. West Library .	8
V.	Government Documents	9
	A. Indexes	10
	B. Reference Sources	10
	C. Selected U.S. Government Documents	11

I. SEARCH STRATEGY

Your first task is to select a topic. Use the General Reference Sources listed below to give you an idea of the amount of material available on a given topic. Also consult the card catalog for availability of books (see section III), the periodical indexes for journal articles (see section IV), and the Monthly Catalog of U.S. Government Publications (See Section V.)

A. You may wish to limit your topic to a particular country in Latin America. If you do so, you have already narrowed your search since you will not need to look for sources on, for example, Indians, under all subject headings, but may limit your search to such headings as Indians of Mexico, or Indians, Treatment of-Chile. And you may use the subject heading of the name of the country selected, e.g. Mexico, or Mexico - Social Life & Customs.

B. If you choose to pursue a topic which will relate to all or parts of Latin America, you will have to search under the general subject heading and related subject headings for your topic (for example, Indians - Antiquities or Indians of South America - Culture). Then you may also search under the general heading Latin America and under the names of individual countries.

II. GENERAL REFERENCE SOURCES

A. General Sources, not dealing specifically with Latin America, but which contain information on various aspects of Latin American culture and civilization.

1. Encyclopedias

Background information on many topics can be found in general encyclopedias such as Britannica, Collier's, and Americana.

		Location
Ref. AE 61 .E6	Enciclopedia universal ilustrada: europeo-americano. A general encyclopedia in Spanish.	Main Floor Reference Area
Ref. H 40 .A215	International Encyclopedia of the Social Sciences. An attempt to provide an authoritative and comprehensive account of current knowledge in the social sciences.	Main Floor Dictionary & Encyclopedia Range

		Location
Ref. BX 841 .N44 1967	New Catholic Encyclopedia. "An International Work of Reference on the Teachings, History, Organization, and Activities of the Catholic Church, and on All Institutions, Religions, Philosophies, and Scientific and Cultural Developments Affecting the Catholic Church from Its Beginning to the Present."	Main Floor Dictionary & Encyclopedia Range

2. Bibliographies

You will find much more material in these bibliographies (as well as those in Section B.) than is available in the Roy O. West Library. If you find books or journal articles which you wish to consult, you must check the card catalog (for books) or the Rotary File (for journals) to see if these are part of the Roy O. West Library holdings.

Ref. Z 7006 .M64 Year	MLA International Bibliography of Books and Articles on the Modern Languages and Literatures. An annual bibliography of world literature and language; volume 2 each year includes Latin American literature. Prior to 1969, the annual bibliography is included with the PMLA, in bound periodicals, third floor.	Main Floor Reference Area
Ref. Z 7161 .I593 Vol. Year	International Bibliography of the Social Sciences - Anthropology. Published annually by the Committee for Social Science Information and Documentation. Roy O. West Library has 1960 - 1972.	Main Floor Reference Area
Ref. Z 7161 .I593 Vol. Year	International Bibliography of the Social Sciences - Sociology. See above. Roy O. West Library has 1955 - 1956, 1960 - 1972.	Main Floor Reference Area

B. General Sources Specifically for Latin America.

1. Bibliographies

Ref. Z 1605 .H23 Year	Handbook of Latin American Studies, ed. by Lewis Hanke, et. al. An annual bibliography of works on Latin America. Roy O. West Library has 1935 and 1946-1975. Beginning in 1964, humanities and social sciences covered in alternate years.	Main Floor Reference Area

		Location
Ref. Z 1601 .S25 V.1,2	A Guide to Latin American Studies, by Martin H. Sable, 1967. A bilingual (English-Spanish) publication listing books and periodical articles on Latin America under broad general subject headings. It is a successor to the bibliography published quarterly in Latin America in Periodical Literautre, last issued in June, 1963.	Main Floor Reference Area
Ref. Z 5579 .A5	A Select Bibliography: Asia, Africa, Eastern Europe, Latin America. American Universities Field Staff. 1960, with supplements for 1961, 1963, 1965, 1967, 1969. Lists works on a broad range of topics, by subject.	Main Floor Reference Area
Ref. Z 2681 .P16 V.1-26	Manual del librero latino-americano, by Antonio Palau y Dulcet. A general, and some think definitive, bibliography for Spanish and Latin American works, arranged alphabetically by author, or title of anonymous work. This edition (2nd) is still incomplete (Viera is last entry). It is most helpful in locating early works.	Main Floor Reference Area
Ref. Z 1601 .L59	Libros en Venta en Hispanoamérica y España. A listing of books published in Spain, the U.S. and Latin America for the years 1964, 1966, 1967-68. 1969-70, and 1971. A total of nearly 150,000 titles are treated, arranged by author and title.	Main Floor Reference Area
F 1401 .T45 No.18	Seventy-Five Years of Latin American Research at the University of Texas, Masters and Doctoral Dissertations, 1893-1958, and Publications of Latin-American interest, 1941-1958, 1959. Institute of Latin-American Studies, University of Texas.	Second Floor General Collection
Ref. Z 2695 .A2 B55	A Sourcebook for Hispanic Literature and Language, by Donald W. Bleynick, 1974. "A selected, annotated Guide to Spanish and Spanish American Bibliography, Literature, Linguistics, Journals and other source material" in one volume.	Main Floor Reference Area
Z 1621 .F66	Research Guide to Argentine Literature, by David William Foster & Virginia Ramos Foster, 1970. "Includes general bibliographies, guides, and historical and critical studies, plus a section of critical writings on individual authors."	Main Floor General Collection

2. Encyclopedias, Dictionaries and Handbooks

a. Encyclopedia

		Location
Ref. F 1406 .E52	Encyclopedia of Latin America, ed. by Helen Delpar, 1974. This source "is designed to be a comprehensive yet concise reference book offering authoritative information on the history, economy, politics, arts, and other aspects of Latin America."	Main Floor Reference Area

b. Dictionaries

Ref. F 1204 .D56 1965 & Suppl.	Diccionario Porrúa: historia, biografía y geografía de México. A Spanish language "encyclopedia of Mexican affairs running heavily to entries for personal and place names."	Main Floor Reference Area
Ref. PQ 6006 .N4	Dictionary of Spanish Literature, by Maxim Newmark, 1963. Includes major authors and works of Latin America.	Main Floor Reference Area

c. Handbooks

Ref. F 1401 .S71 1971	The South American Handbook, by Andrew Marshall, 1971. This work is designed as a guide for travelers, and includes information on the history, customs, and current conditions of Latin America.	Main Floor Reference Area
Ref. F 1408 .V3	Latin America and the Caribbean: a Handbook, ed. by Claudio Veliz, 1968. Includes information on the history, politics, economy, etc. of individual countries and of Latin America as a whole.	Main Floor Reference Area

3. Biographical Sources

For additional, more general biographical sources, see the library guide to **Biographical Information**.

		Location
Ref. F 1407 .W55 1940	Who's Who in Latin America. A biographical dictionary of notable living men and women in Latin America.	Main Floor Reference Area
CT 556 .W48 1972	Who's Notable in Mexico. 1972. An English-language biographical directory.	Second Floor General Collection

III. USING BOOKS IN THE ROY O. WEST LIBRARY

A. Card Catalog

The card catalog is the index to the books in the Roy O. West Library. A more complete guide on Using the Card Catalog is available on the Library Guide Stand.

1. Books concerning Latin America can be found in the card catalog under a broad range of subject headings, or under the name of the author or title of the book.

   If you have found in the bibliographies, encyclopedias, etc., specific books for your topic, look them up in the card catalog by author or title. In addition, you may find books on your topic by looking under one or more subject headings related to your topic (see below).

2. Call Numbers

The call number in the upper left hand corner of the catalog card refers to the location of the book in the Roy O. West Library.

F
1414
.B4

This call number indicates that this book is in the F section of the general collection, which is on the second floor of the library.

*HC
165
.U5x

The asterisk with this call number indicates that this is an oversize book, located at the end of the regular size book area on each floor. In this case the book is on the second floor.

Ref.
F
1401
.S71

The designation "Ref." at the beginning of a call number indicates that this book is located in the Reference Area on the main floor of the library.

3. Some call numbers for browsing.

Since such a wide variety of call numbers is used for books dealing with Latin America, using the card catalog will be a much more efficient way to find books than browsing in the stacks. Listed below is a small sample of the range of call numbers for Latin American Civilization.

B	101-1084	Philosophy, Spanish-American
F	1201-3799	Latin America-History
HC	123-239	Economic History and Conditions-Latin America
LE		Education, America except U.S.
PQ	7000-8929	Spanish Literature
PQ	900-9999	Portuguese Literature

B. Subject Headings

While a book may physically be located in only one place and thus will have only one call number, many subject headings may be assigned to it.

1. Library of Congress Subject Headings

Ref.
Z
695
.V4749

Obviously not every possible subject heading can be used. By consulting this guide you will be referred to the subject headings that will be used if the library has a book on that particular subject. This is a large, red, two-volume book located in the card catalog area.

2. Possible Subject Headings to consult to find library sources relating to Latin America. This is a small sample of the possibilities; your initial research may lead you to many other subject headings.

Central America
Latin America - Civilization
Latin America - History
Latin American Literature
Pan American...
Philosophy - Spanish-American
Church and State in Latin America
Catholic Church in Latin America
National Characteristics, Mexican
Ethnology - (by country or region)
Indians - Religion & Mythology
Indians, Treatment of - (Latin America and by countries)
Indians of (various regions and countries)
Education - Latin America
Nationalism - (by country or region)
Negroes in (various countries and regions)
Peasantry - (by country or region)
Land tenure (by country or region)
Villages - Mexico

IV. PERIODICALS AND NEWSPAPERS

A. Indexes

The easiest way to find information about Latin America in periodicals and newspapers is to use the indexes located in the index area on the main floor of the library. Subject headings in these indexes will be similar to but not necessarily the same as those in the Library of Congress Subject Headings.

Some of the indexes which will refer you to articles on Latin America are listed below.

Reader's Guide to Periodical Literature (1900 - to date).
The major index to popular magazines in the U.S. Indexes such magazines as Time, Newsweek, etc., which may contain articles on current events in Latin America.

Public Affairs Information Service (P.A.I.S.) 1915 - to date.
A subject index for the social sciences with emphasis on political science, economics, and public affairs. Includes books, periodical articles, pamphlets, and some government documents.

Social Sciences Index, June 1974 - to date.
(Supercedes in part Social Sciences and Humanities Index 1965 - 1974 which in turn supercedes International Index 1907 - 1965.)
An author and subject index to scholarly periodicals in the Social Sciences. Similar in format to Reader's Guide.

Humanities Index, June 1974 - to date.
This is the counterpart to Social Sciences Index for the humanities. See above.

Essay and General Literature Index, 1900 - to date.
This index is extremely valuable for access to parts of books which would not be indexed by the card catalog.

The New York Times Index, 1851 - to date.
This is the most comprehensive index to a major American newspaper. The New York Times prides itself on being a newspaper of record and will contain articles on politics, government, economy, etc. of Latin America.

B. Some periodicals and newspapers in the Roy O. West Library which will be useful in your search for information on Latin America.

1. Periodicals

Caribbean Studies, 1969 - to date.
This is a journal published quarterly in Puerto Rico with articles in English, French, and Spanish on many aspects of life and culture in the Caribbean.

La Gaceta, current issues only.
A Spanish language monthly published by the Fondo de Cultura Económica, in Mexico; articles on a broad range of subjects, including literature.

Hispanic American Historical Review, 1918-1960 on microfilm, 1961 - to date.
Published quarterly; scholarly articles and book reviews concerning Latin America. Has own annual index and is indexed in Social Sciences and Humanities Index.

Journal of Latin American Studies, 1969 - to date.
Published twice a year in England; scholarly articles on history, economy, politics, etc. of Latin America. Indexed in Historical Abstracts (in Abstract Area, main floor).

Journal of the Folklore Institute, 1964 - to date.
Published at Indiana University 3 times a year; each issue contains 5 to 10 articles, some on Latin America. Has own annual index and is indexed in Reader's Guide.

Siempre, current year only.
A Spanish language weekly, published in Mexico and covering current events.

2. Newspapers

New York Times, 1851 - to date.(all but the decade of the 1940's on microfilm).
The best U.S. newspaper for coverage of foreign affairs.

El universal, current issues only.
A daily newspaper from Mexico City. Roy O. West Library receives Sunday issues only and these irregularly.

V. GOVERNMENT DOCUMENTS

The Roy O. West Library is a select depository of United States Government Publications. It is the oldest depository in Indiana and has major documents related to Latin America.

A. Indexes

		Location
	Monthly Catalog of United States Government Publications, 1925 - to date. This is the standard guide to a majority of U.S. government publications. It is issued monthly and arranged by issuing agency. All items listed in the catalog have an entry number and a classification number. Government documents are shelved on the third floor of the library according to their Superintendent of Documents Classification number.	Main Floor Index Area
Ref. Z 1223 .A18	Cumulative Subject Index to the Monthly Catalog of the United States Government Publications, 1900-1971. This is a cumulative subject index to the Monthly Catalog for the period 1900-1971. A more complete guide to using the Monthly Catalog is available in the Reference Office.	Main Floor Index Area

B. Reference Sources

D 101 .22: 550- 7-1	Latin America and the Caribbean, analytical survey of literature, 1975. Prepared by the Army Department, this publication surveys a wide range of published material on Latin America--as a whole, by region, and by individual country.	Third Floor Government Documents
LC 24 .7: 5	Latin America in Soviet Writings, 1945-1958, a Bibliography. .1960. This bibliography, prepared by the Library of Congress, lists items on Latin America written by Russians or translated into Russian between 1945 and 1958. It is arranged by broad subject categories, following the design of the Handbook of Latin American Studies.	Third Floor Government Documents
LC 24 .7: 14	Latin America, Spain, and Portugal: an Annotated Bibliography of Paperback Books, 1976. "This edition (second revised) lists over 2,200 titles relating to the Hispano-Luso-American world that are currently available in paperback editions." Within each section--Latin America, Spain, Portugal--the bibliography is arranged alphabetically by author.	Third Floor Government Documents

		Location
LC 24 .7: 12	National Directory of Latin Americanists, 2nd edition, 1971. Includes biographies of 2,695 specialists in the social sciences and humanities. Prepared by the Library of Congress.	Third Floor Government Documents

C. Selected U.S. Government Documents on Latin America

Area Handbooks:

The Army Department prepares these handbooks on most countries in the world. They are designed for use by army and civilian personnel stationed in the country treated and are excellent sources for the history, geography, statistics, and social customs of a country. Roy O. West Library has the following Handbooks for Latin American countries.

D 101.22: 550-73	Argentina	D 101.22: 550-82	Guyana
D 101.22: 550-66	Bolivia	D 101.22: 550-164	Haiti
D 101.22: 550-20	Brazil	D 101.22: 550-151	Honduras
D 101.22: 550-77	Chile	D 101.22: 550-79	Mexico
D 101.22: 550-26	Colombia	D 101.22: 550-88	Nicaragua
D 101.22: 550-90	Costa Rica	D 101.22: 550-46	Panama
D 101.22: 550-152	Cuba	D 101.22: 550-156	Paraguay
D 101.22: 550-54	Dominican Republic	D 101.22: 550-42	Peru
D 101.22: 550-52	Ecuador	D 101.22: 550-97	Uruguay
D 101.22: 550-150	El Salvador	D 101.22: 550-71	Venezuela
D 101.22: 550-78	Guatemala		

S 1 .26: 69	Names and Places in Latin America. 1961. A geographical "dictionary" for Latin America, prepared by the geographer of the State Department.	Third Floor Government Documents

S 1 .123:	Background Notes (on various countries) Brief reports on current governmental, economic, etc. condition of various countries. (These are kept in two large notebooks in the dictionary stand on the main floor of the library).	Main Floor Dictionary Stand
SI 1 .7: 146/1	Aboriginal Cultural Development in Latin America: An Interpretive Review. 1963. A series of papers on cultural development in various areas and countries of Latin America, prepared by the Smithsonian Institution.	Third Floor Government Documents
Y 4 .F 76/2: R59	Rockefeller Report on Latin America, 1969. A hearing before the Senate Foreign Relations Committee to discuss Vice-President Rockfeller's report on his trips to Latin America in early 1969.	Third Floor Government Documents

Appendix K

EARLY MODERN EUROPE

A Beginning Library Research Guide

By Larry Hardesty and Cass Owens
Reference Librarians
DePauw University

Information concerning the history of Early Modern Europe may be found in many library sources. The following guide is intended as only an introduction to selected major resources.

FOR ADDITIONAL ASSISTANCE PLEASE ASK AT THE REFERENCE DESK

A SEARCH PROCESS

The Library, with its thousands of books, journals, documents, and other materials, contains a representation of man's recorded knowledge. Knowing how to find and use this knowledge is important not only in successfully completing undergraduate work, but also in developing the habits and skills important in becoming a lifelong learner in the liberal arts tradition.

Despite the size of the Library's collection, the Library is organized so you can obtain the information you need with relative ease. A system or process can be outlined which can be used in searching for information on almost any topic. This process begins with general sources and works towards very specific sources. Once learned, the search process makes a vast amount of information readily available to you.

The following is a general outline of the search process.

STEP 1: CHOOSING THE TOPIC

In conducting a search for information one must first develop a clear idea of what information is being sought. What do the terms associated with a particular topic mean? Do the terms have different meanings in different contexts? Is current or historical information or both types of information being sought?

Choosing a suitable topic is often the most important and most difficult step in writing a good paper. Certainly you want to write a paper on a topic that is of interest to you, and about which you would like to know more.

For any topic you need to have background information before you begin in-depth research or writing. The amount of background information you need to gather depends on how much you already know about a particular topic.

You can acquire the necessary background information through course lectures, textbooks, and library sources such as dictionaries, encyclopedias, and general histories.

STEP 2: LIMITING THE TOPIC

Once you have decided on a general topic you must then decide what particular aspect of it you are going to research within the limits of your time and the available resources. Deciding whether a topic is too narrow or too broad for a particular paper often is the most important, and most difficult decision in writing a good paper.

The amount of available resources often indicates the time it will take and the length of paper necessary to give justice to a topic. For example, finding ten books in the library on a particular topic may indicate that this topic is too broad a subject for a ten page paper. On the other hand, if after careful selecting you can only find one short journal article on your topic, then your topic is probably too narrow.

In choosing a final topic it is often a good idea to spend some time scanning the various major sources in the library to obtain a general idea of what is available. A good way to find information is to use certain key words or key individuals associated with your topic as indicated by your sources of background information. Scanning the card catalog and the periodical indexes will give you clues as to the amount of information available; scanning the titles of the journal articles also may suggest ways that the topic can be limited.

Once you have completed your scanning of the major sources in the library you sould be very close to picking your final topic and ready to do some careful research. In doing the final research for your topic you probably will have to re-examine with more care the major sources of information you scanned earlier.

STEP 3: LOOKING FOR IN-DEPTH INFORMATION

In writing a history paper you may first want to look at books. Books usually contain information in greater depth than magazines and journals, although the information is not as recent as that included in current periodicals.

STEP 4: SEARCHING FOR CURRENT INFORMATION

Journals and magazines often contain the most current information on a topic. In using them it is usually best to begin with the most current issues and work backwards. The periodical indexes will help you find information in the journals and magazines.

Remember, there are no substitutes for careful planning and diligent searching in using the library. In order to be able to find available information in the library you must follow up on any leads from bibliographies, search indexes of books for key terms and key individuals, and try to think of a variety of methods of approaching your topic. Even more important you must develop a plan of searching for information. This must be like a road map in that it should keep you aware of where you are and where you are going. Such a plan will help you make good progress, with a minimum of wasted effort, towards the goal of a well-written and well-researched paper.

The following pages contain names of various library resources and explanations of their use that will be helpful to you in researching and writing a paper on Early Modern Europe.

TABLE OF CONTENTS

Introductory Guides. 4

Reference Books. 4
- Atlases
- Dictionaries and One-Volume Encyclopedias
- Multi-Volume Encyclopedias
- Bibliographies

General Histories. 6

The Card Catalog 6
- Author-Title Approach
- Subject Approach
- Call Numbers

Journal Indexes. 10

I. INTRODUCTORY GUIDES

The following are some of the more useful literature guides in helping students write history papers.

		Location
Ref. D 13 .G78 1964	Gray's Historian's Handbook, by Wood Gray and others, 2nd ed., 1964. A useful guide for undergraduate students both for writing and researching papers.	Main Floor Reference Area
Ref. D 16.3 .B4	A Student's Guide to History, by Jules R. Benjamin, 1975. This literature guide contains very readable information on how to research history topics and how to write research papers as well as a list of basic reference sources for the study of history.	Main Floor Reference Area

II. REFERENCE BOOKS

A. Atlases

Ref. G 1030 .S4 1964	Historical Atlas, by William Shepard, 1965. This atlas covers the period from 1450 B.C. to 1964. A standard and very useful historical atlas.	Main Floor Reference Area
Ref. G 1030 .M84 1956	Muir's Historical Atlas: Ancient, Medieval and Modern, by Ramsey Muir, 1963. This atlas covers from about the 15th century B.C. to modern times.	Main Floor Reference Area

B. Dictionaries and One-Volume Encyclopedias

Dictionaries and one-volume encyclopedias often help you to obtain brief definitions of key terms and information about key individuals that relate to your topic of research.

Ref. D 9 .R73	Dictionary of European History, compiled by William S. Roeder, 1954. This source provides brief descriptions of major historical figures, events, and ideas of European history.	Main Floor Reference Area
Ref. D 21 .L27 1952	An Encyclopedia of World History, edited by William Langer, 1952. A one-volume encyclopedia that gives brief accounts of major historical events.	Main Floor Reference Area

B. Multi-Volume Encyclopedias

Encyclopedias provide introductory essays on historical topics. Encyclopedia articles can provide a good beginning place for research. Often they list bibliographies or recommended books for you to expand your search to other sources. Besides standard multi-volume encyclopedias such as Britannica, Americana, and Collier's, there are other multi-volume encyclopedias that deal with special subjects that may be of interest to you in doing historical research.

		Location
Ref. B 41 .E5 Vol. 1-8	The Encyclopedia of Philosophy, edited by Paul Edwards, 1967. The major encyclopedia dealing with all aspects of philosophy. Contains some 1450 signed articles by over 900 writers, including many non-philosophers who have influenced philosophy. Each article has a bibliography.	Main Floor Reference Area
Ref. N 31 .E4833 Vol. 1-15	Encyclopedia of World Art, published by McGraw-Hill Publishing Company, 1959-1967. Written by numerous scholars, this multi-volume encyclopedia is both a critical and documentary coverage of the arts of all countries. Each volume is divided into two parts, the first giving history and evaluation; the second, illustration. Bibliographies are given which refer to both books and periodicals.	Main Floor Reference Area
Ref. H 40 .A215 Vol. 1-17	International Encyclopedia of the Social Sciences, edited by David Sills, 1968. An attempt to provide an authoritative account of current knowledge in the social sciences. Contains lengthy signed articles dealing with principal concepts, theories, and historical developments in the social sciences. Most articles include bibliographies.	Main Floor Reference Area
Ref. BX 841 .N44 1967 Vol. 1-16	New Catholic Encyclopedia, published by McGraw-Hill Publishing Company, 1967, with 1974 supplement. A multi-volume encyclopedia dealing with the teachings, history, organization, and activities of the Catholic Church. Bibliographies accompany most articles.	Main Floor Reference Area

C. Bibliographies

Bibliographies often will provide you with lists of books and journal articles recommended by experts. This may help you to search for specific sources and to evaluate those books and journals you find in the library.

Ref. Z 6201 .A55	Guide to Historical Literature, compiled by the American Historical Association, 1961. A selective, annotated bibliography of treatises and source materials, arranged in broad subject and country groups, each group selected and described by specialists. Useful in checking sources recommended against the holdings of the Library.	Main Floor Reference Area

III. GENERAL HISTORIES

The Library contains a number of general histories covering the history of Early Modern Europe. The following sources are examples of highly recommended works.

		Location
D 208 .C17 Vol. 1-13	Cambridge Modern History, edited by A. W. Ward and others, 1902-1926. Probably the most important general modern history. Very useful as a beginning source because of its high authority and bibliographies at the end of each volume. A detailed general index aids the researcher in finding key terms and important individuals.	Second Floor General Collection
D 208 .N4 Vol. 1-	New Cambridge Modern History, published by Cambridge University Press, 1957- (in progress) Similiar in scope and structure to the original edition, but without bibliographies and footnotes.	Second Floor General Collection
HC 240 .C3 Vol. 1-6	Cambridge Economic History of Europe, published by Cambridge University Press, 1942-1966. An economic history of Europe from the later centuries of the Roman Empire.	Second Floor General Collection

IV. THE CARD CATALOG

The card catalog is the subject, author, and title index in one alphabetical list, to the books in the collection of the Roy O. West Library. It is the major source for you to use in searching for information on the history of Early Modern Europe. A more complete guide on how to use the card catalog is available from the library guide stand. A brief explanation is included here.

A. Author-Title Approach

If you have already identified particular books through bibliographies in the sources already used, then you can simply check the card catalog to see if the Roy O. West Library has these books. You can check for a book by looking in the card catalog under either the author or the title of the book. This is the most direct method of discovering whether or not the library has a specific book.

B. Subject Approach

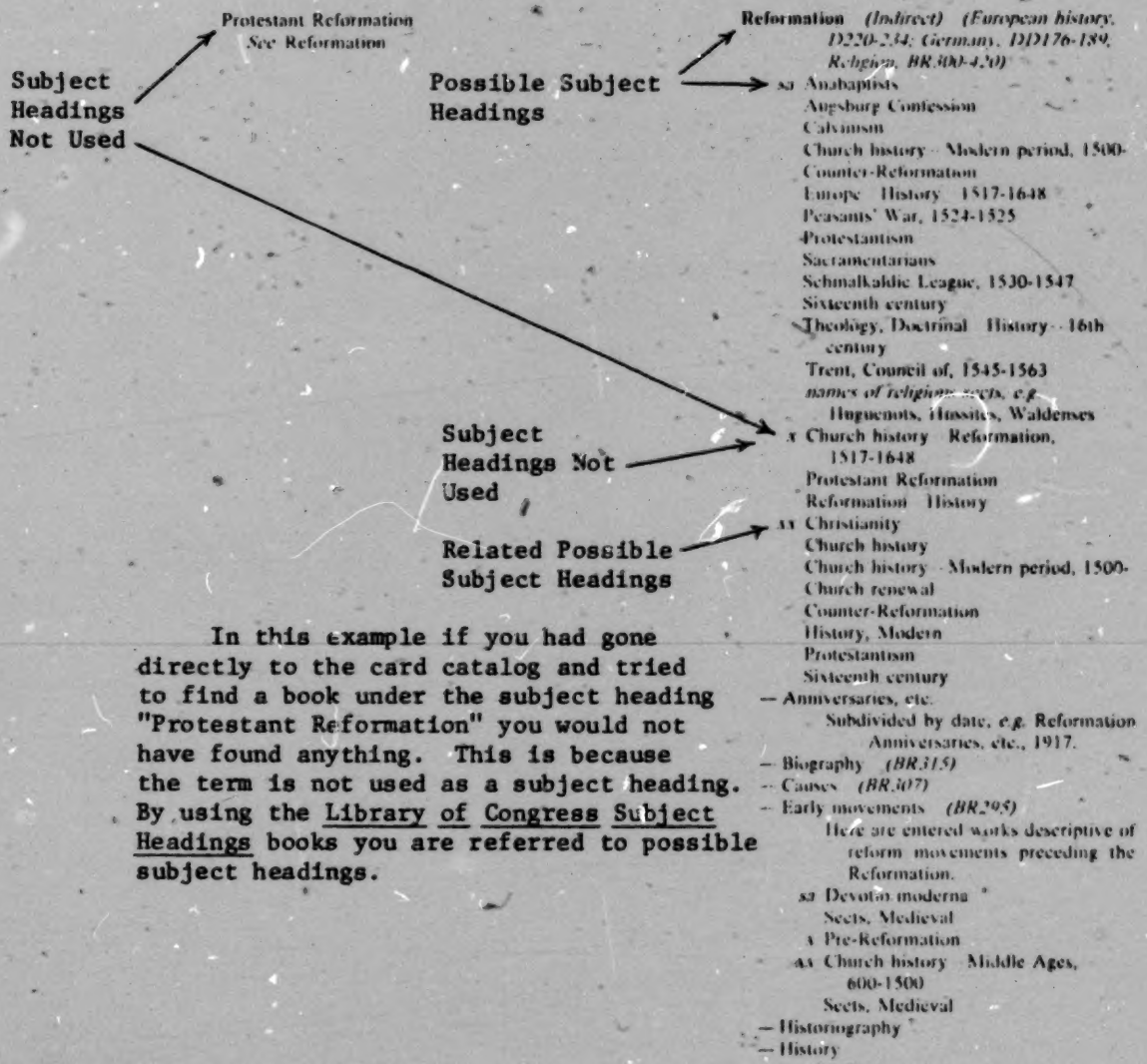
Often you may not know of a specific author or title of a book that deals with your topic. In this case you may want to look for books in the card catalog under general subject headings relating to your topic. Several subject headings may be assigned to a book in the card catalog so you can find it using a variety of methods.

While the use of key words and terms obtained from background information may be helpful in determining relevant subject headings, there exists a guide to the subject headings that may be used in the card catalog.

Ref.	Library of Congress Subject Headings	Location
Z 695 .U4749	Not every possible subject heading can be used in the card catalog, but by referring to this source you will be able to find the subject headings that are used if the library has a book on a particular topic.	Main Floor Catalog Area

This is a large two volume work located in the card catalog area. More complete information on its use is included in the library guide on How to Use the Card Catalog.

The following is a sample section of this guide:



In this example if you had gone directly to the card catalog and tried to find a book under the subject heading "Protestant Reformation" you would not have found anything. This is because the term is not used as a subject heading. By using the Library of Congress Subject Headings books you are referred to possible subject headings.

The following are a few possible subject headings that will be helpful to you in finding library sources relating to the history of Early Modern Europe:

Anabaptist
Armada, 1588
Calvinism
Church history - Modern period, 1500
Counter-Reformation
Despotism
Enlightenment
Europe - History - 1492-
France - History-
Great Britain - History-
Jesuits
Mercantile system
Music - France
Peasants War 1524-1525
Physiocrats
Rationalism
Reformation
Rennaissance
Thirty Years War, 1618-1648
Trent, Council of, 1545-1563

These subject headings should give you some ideas as to possible subject headings that might relate to topics in which you are interested.

C. Call Numbers

The call number of a book is located in the upper left hand corner of the catalog card. It refers to the location of the books on the shelves, and it is assigned so library books on similar subjects are shelved together.

The following are typical call numbers for books:

D
13
.G78

This call number indicates that this book is in the "D" section of the general collection, which is on the second floor of the Roy O. West Library.

*D
16.3
.B4

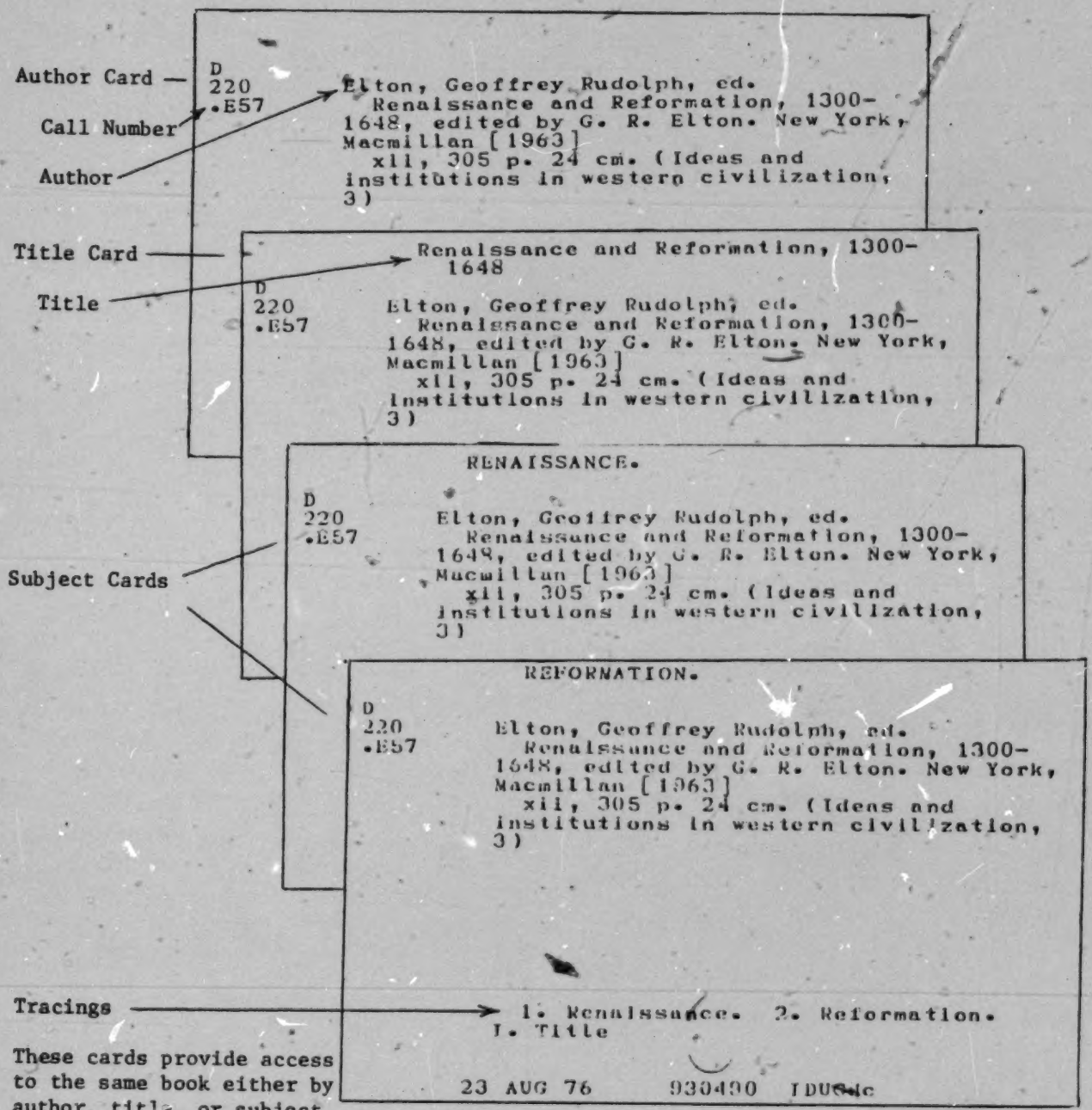
With the asterisk, this call number indicates that this book is oversized, and it is located in a separate section on the second floor of the Library. The floor maps at the end of this guide indicate location.

Ref.
Z
1236
.F77

With the Ref. as a location symbol, this call number indicates that this library item is located in the reference area, which is on the main floor of the library.

FOR MORE INFORMATION ON USING CALL NUMBERS TO LOCATE BOOKS PLEASE REFER TO THE FLOOR PLANS AT THE END OF THIS GUIDE OR ASK AT THE REFERENCE DESK.

Call numbers may be used to browse through the library to find relevant books on a topic. Usually this is not as efficient a method for finding information as is good use of the card catalog, but browsing still may prove helpful.



These cards provide access to the same book either by author, title, or subject heading. The tracings at the bottom of each card indicate the subject headings used for this book. The tracings also provide you with other possible subject headings to use in searching for information on your topic.

Usually a particular subject heading is not assigned to a book unless a significant portion of the book deals with that topic. For example, a book may have an excellent chapter on the "Spanish Armada," but since most of the book deals with other topics relating to English history it may be assigned the subject heading "Great Britain - History." It may be helpful to use the subject headings in the card catalog to find the various sections of the library where books dealing with English history are shelved. You can then check the index of each book for terms relating to the "Spanish Armada." The index of each book will indicate the topics covered within that book in much more detail than will the subject headings in the card catalog.

Remember, a book may be shelved in only one place, but it can be given several different subject headings. Books that may contain some relevant information concerning the "Spanish Armada" may be shelved in various sections of the library. For example, a book on this topic may be in the political science section because it may deal mainly with the governments of Early Modern Europe. It could also be in the economics section of the library because it may deal mainly with the economics of Early Modern Europe. There is no one single place to browse in the library to find all the books that contain information on a particular subject, but good use of subject headings will help you to find relevant books in the various sections of the library.

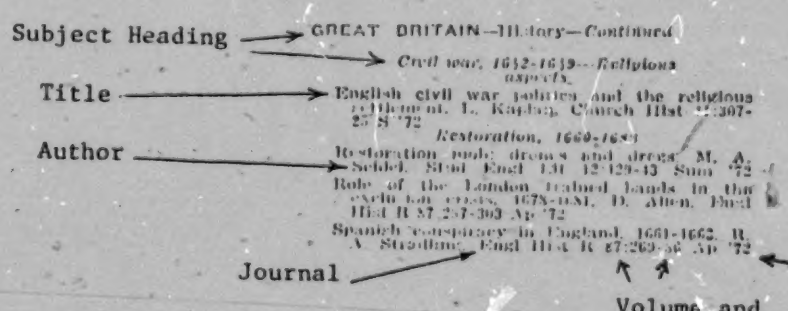
V. JOURNAL INDEXES

The journal indexes are the most efficient method of finding articles in the various journals. Journal articles often contain more current information than books and deal with more specific and limited topics.

	Location
Social Sciences Index, June 1974 - to date (Supercedes in part Social Sciences and Humanities Index 1965-1974 which in turn supercedes International Index 1907-1965).	Main Floor Index Area

This is an author and subject index to scholarly journals in the social sciences. Similar in format to Readers' Guide, this is the major index in the Library for journals relating to history.

The following is a sample section of this index. As with any good index an explanation of the abbreviations is included in the first few pages of the index. This source indexes several hundred journals, and you will need to check the rotary file to determine those journals that the library has.


Subject Heading
GREAT BRITAIN—History—Continued
Civil war, 1642-1649—Religious aspects
Title
English civil war politics and the religious settlement. L. Kaplan. Church Hist 42:307-25 S '72
Restoration, 1660-1688
Restoration pools, drama and drugs. M. A. Seidel. Stud Engl Lit 12:429-43 Summ '72
Author
Role of the London trained bands in the Civil War crisis, 1678-83. D. Allen. Hist J Hist R 87:287-303 Ap '72
Spanish conspiracy in England, 1661-1662. R. A. Stradling. Engl Hist R 87:265-95 Ap '72
Journal
Month and Year
Volume and Pages

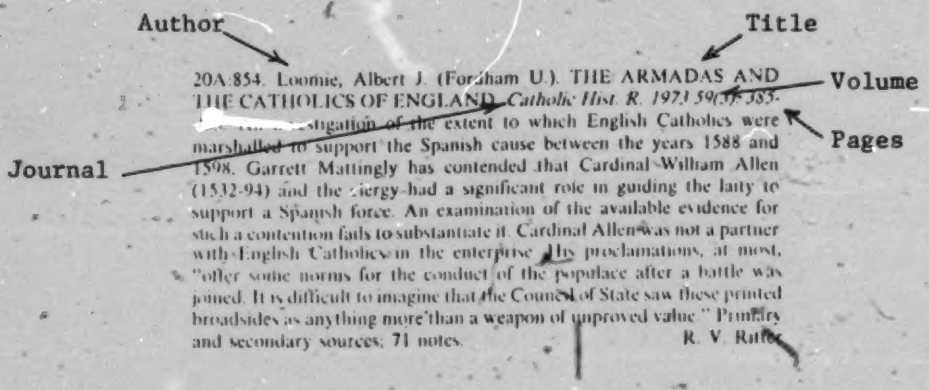
Location
Main Floor
Abstract
Area

Historical Abstracts, 1955 - to date

This source indexes and abstracts 2200 journals from throughout the world. All abtracts are written in English and signed by scholars. It is divided into two parts: Part A: Modern History Abstracts 1450-1914, and Part B: Twentieth Century Abstracts 1914 to the present.

Since this abstract covers many more journals than the Library has you will have to carefully check the rotary file tc determine those journals that are in the Library.

The following is a sample entry from this abstracting source.

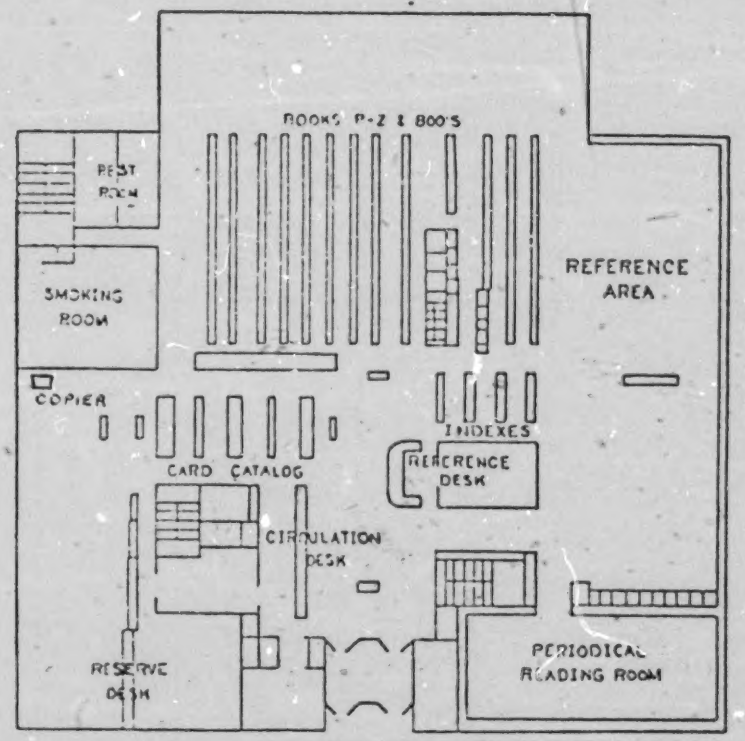


20A:854. Loomie, Albert J. (Fordham U.). THE ARMADAS AND THE CATHOLICS OF ENGLAND. *Catholic Hist. R. 1973 59(3): 385-*
[illegible] investigation of the extent to which English Catholics were marshalled to support the Spanish cause between the years 1588 and 1598. Garrett Mattingly has contended that Cardinal William Allen (1532-94) and the clergy had a significant role in guiding the laity to support a Spanish force. An examination of the available evidence for such a contention fails to substantiate it. Cardinal Allen was not a partner with English Catholics in the enterprise. His proclamations, at most, "offer some norms for the conduct of the populace after a battle was joined. It is difficult to imagine that the Council of State saw these printed broadsides as anything more than a weapon of unproved value." Primary and secondary sources; 71 notes.
R. V. Rutter

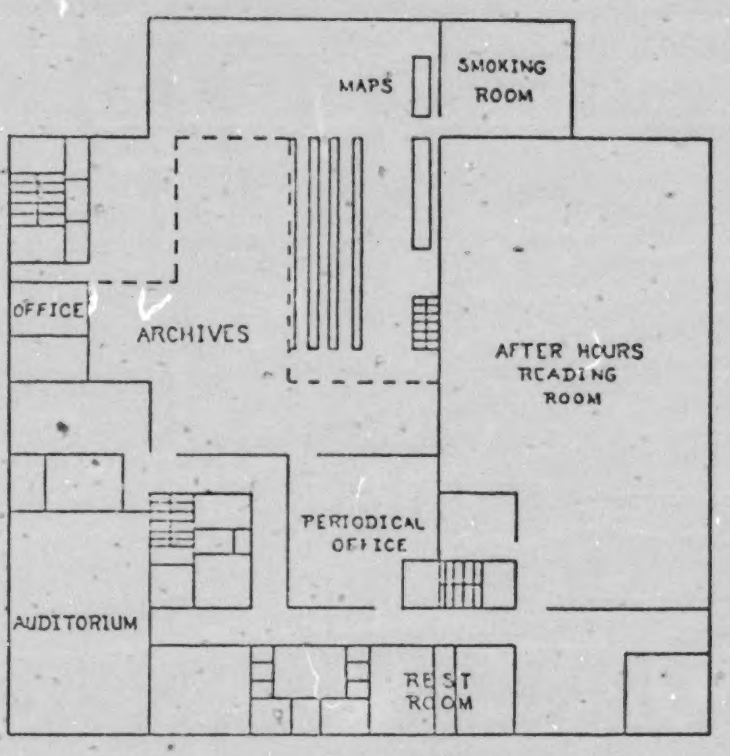
FOR ADDITIONAL ASSISTANCE PLEASE ASK AT THE REFERENCE DESK

2/18/77

FLOOR MAPS

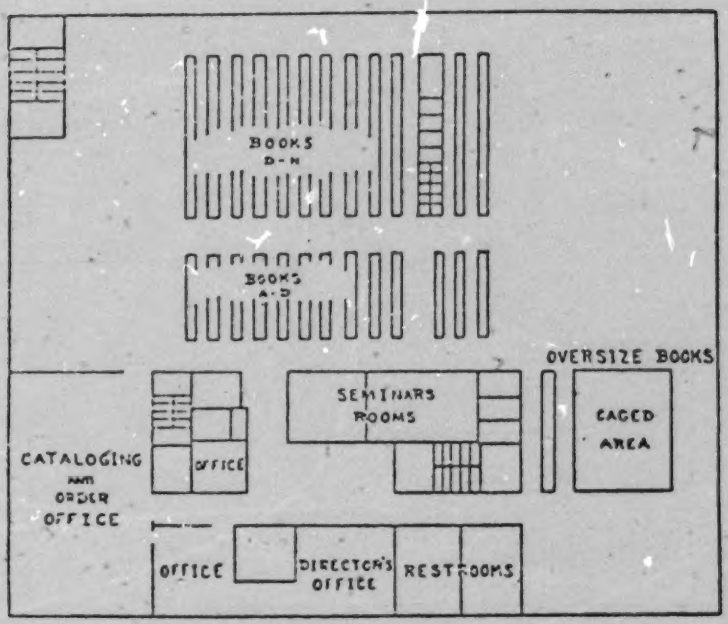


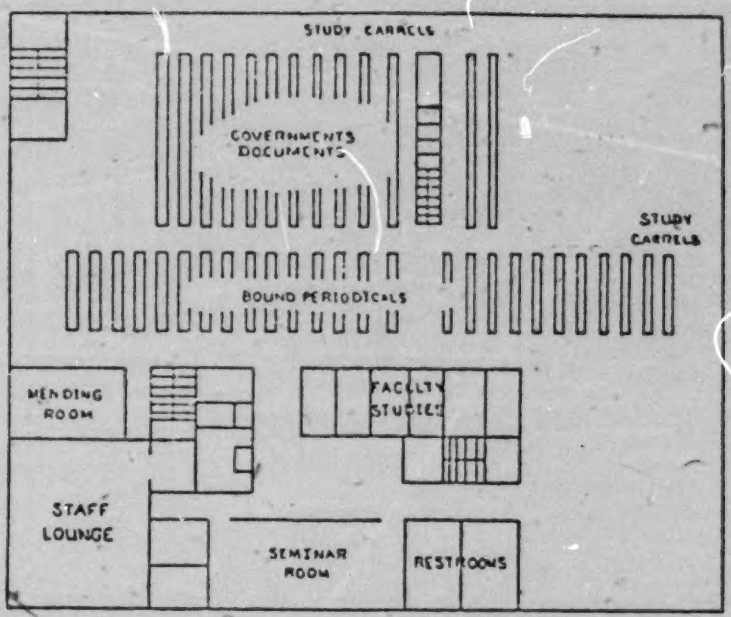
MAIN FLOOR



GROUND FLOOR

SECOND FLOOR





THIRD FLOOR

Appendix L

LEGAL SOURCES
in the Roy O. West Library
DePauw University

Prepared by Larry Hardesty
Reference Librarian

Researching the law and the legal history of the United States can be an involved process. Not only are there federal and state laws, but also the separation of powers at both the state and federal levels adds to the complications. The highly specialized resources for a complete study of the law are usually only found in law libraries, but there are, however, considerable legal resources in the Roy O. West Library. This guide is designed to aid the library user in making use of the major sources of United States law and legal history in the Roy O. West Library.

FOR ADDITIONAL ASSISTANCE PLEASE ASK AT THE REFERENCE DESK.

TABLE OF CONTENTS

Page

I. REFERENCE BOOKS 2

A. Reference and Research Aids

B. Dictionaries

C. Encyclopedias

D. Biography

E. Bibliographies

II. CARD CATALOG 4

A. Using Subject Heading Cards

B. Using Author and Title Cards

C. Using Call Numbers

III. PERIODICALS AND PERIODICAL INDEXES 6

A. Periodical Indexes

B. Periodicals

Page

IV. CONSTITUTION 7

V. FEDERAL STATUTORY LAW 8

A. Government Publications

B. Nongovernment Publications

VI. FEDERAL COURT DECISIONS 9

A. Government Publications

B. Nongovernmental Publications

C. Finding Aids

D. Citation Books

E. Special Courts

VII. FEDERAL ADMINISTRATIVE LAW 11

VIII. INTERNATIONAL LAW 12

IX. MISCELLANEOUS LAWS AND REGULATIONS 13

X. INDIANA LAWS 13

I. REFERENCE BOOKS

A. Reference and Research Aids

The following sources in the library should provide further guidance to the library user in searching for legal information in the Roy O. West Library.

		Location
Ref. KF 2406 .P7 1969b	Effective Legal Research, by Miles Oscar Price and Harry Bitner, 1969. A manual on legal research and bibliography which discusses procedures and literature. Thoroughly covers the basic sources and contains many specimen pages.	Main Floor Reference Area
Ref. KF 2406 .B73 1976	How to Find the Law, by Morris L. Cohen, 1976. A manual intended as an introduction to legal research.	Main Floor Reference Area

B. Dictionaries

		Location
Ref. KF 156 .B53 1968	Black's Law Dictionary, by Henry Campbell Black, 4th rev. ed. 1968. The standard law dictionary for ready reference.	Main Floor Reference Area
Ref. KF 156 .B2x	The Self-Pronouncing Law Dictionary, by James A. Ballentine, 1948. Contains definitions and pronunciations to approximately 30,000 legal terms.	Main Floor Reference Area

C. Encyclopedias

Ref. KF 65 .A53x Ed.	American Jurisprudence, 2nd ed. A comprehensive guide to American law, state and federal.	Main Floor Reference Area

D. Biography

For a more complete guide to biographical sources in the Roy O. West Library, please refer to the library guide on biographical information. The following is a useful source for biographical information concerning Supreme Court justices.

KF 8744 .F75	The Justices of the United States Supreme Court, 1789-1969, edited by Leon Friedman and Fred Israel, 1969. Contains biographical essays and a special bibliography for each of the justices. Texts of representative opinions are included.	Second Floor General Collection

E. Bibliographies

KF 8741 .T8x	The Supreme Court of the United States: A Bibliography by Dorthy Tompkins, 1959. Includes a wide selection of books, articles, speeches, etc., most of which have appeared since 1930.	Second Floor General Collection

II. CARD CATALOG

Other works may be found through use of the card catalog. A more complete guide on Using the Card Catalog is available on the Library Guides Stand in the main foyer of the Roy O. West Library.

A. Using Subject Heading Cards

An important element in making efficient use of the card catlaog is to make extensive use of subject heading cards. Typically, a newcomer to a discipline will make more use of subject heading cards than someone who has extensively studied a discipline, and, as a result knows specific authors and titles to look up in the card catalog.

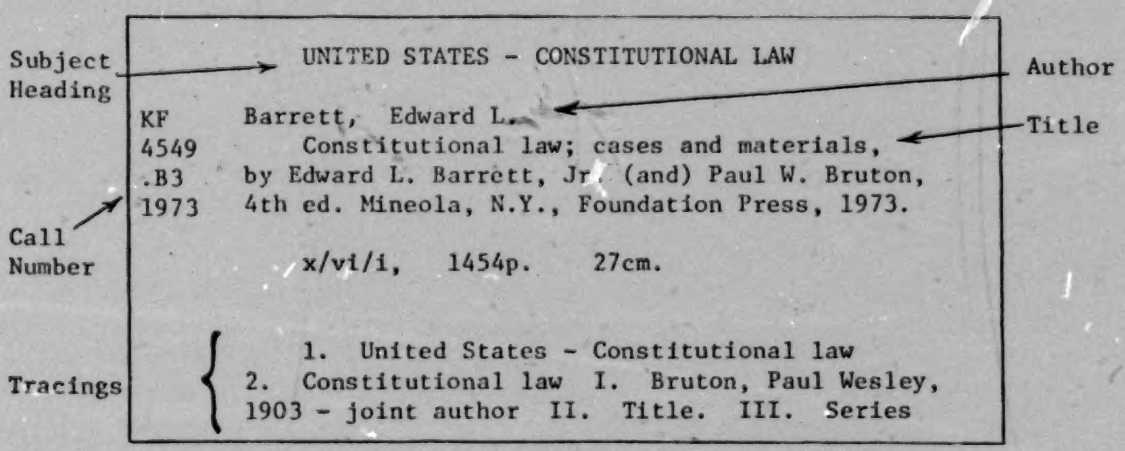
You should try to think of various terms which might be used as subject headings for a particular topic. As previously indicated, background information should provide you with ideas for subject headings. Important individuals or events may have their own subject headings. Information on lesser known individuals and events may be found in books on broader topics.

A guide to finding possible subject headings in the card catalog is:

Ref. Z 695 .V4749 — Library of Congress Subject Headings

This source consists of two large red volumes located in the card catalog area. More information on its use is available in the guide on Using the Card Catalog. Not every possible subject heading can be used in the card catalog. Through use of this guide you will be referred to the subject heading which will be used in the card catalog if the library has a book on that particular subject.

Finally, there is a section on the catalog card called tracings which will help you to find useful subject headings. For example, if you are looking for information on constitutional law, you might come across the following catalog card:



This particular catalog card is called a subject card, but the book could also be found by using an author or title card. In addition, tracings indicate that this book could be found under the other subject headings listed, such as Constitutional law. More important for you to understand and remember is that similar books relating to constitutional law may be found using these subject headings.

The following is a guide to subject headings concerning law that are used in the card catalog.

Constitutional law
Jurisprudence
Law
Law - Biography
Law - History and criticism
Law -- United States
Law Reports, digests, etc.
United States - Constitution
United States - Constitutional history
United States - Constitutional law

B. Using Author and Title Cards

As mentioned earlier in this guide, the novice researcher will usually make more use of the subject heading approach to the card catalog than the author and title approach. However, all three types of cards are in the card catalog in one alphabetical list. You may want to search for books in the card catalog by using author cards and the title cards, particularly if certain books were cited as good sources of information by your instructors or in other sources of background information.

C. Using Call Numbers

The call number of the book is located in the upper left hand corner of the catalog card. It refers to the location of the book, and it is assigned so library books on similar subjects are shelved together. The following are typical call numbers for books.

KF
4774
.A98
This call number indicates that this item is in the KF section of the general collection, which is on the second floor of the Roy O. West Library.

*KF
6646
.I4W4x
With the asterisk, this call number indicates that this is an over-sized book, and it is located alongside the regular-sized books on the first floor.

Ref.
KF
6540
.B82
With Ref. as a location symbol, this call number inidcates that this library item is in the reference area, which is on the main floor of the library.

FOR MORE INFORMATION ON USING CALL NUMBERS TO LOCATE BOOKS PLEASE REFER TO THE FLOOR PLANS AT THE END OF THIS GUIDE OR ASK AT THE REFERENCE DESK.

Call numbers may be used to browse through the collection to find relevant books on a topic. Usually this is not as efficient a method for finding information as is good use of the card catalog, but browsing still may prove useful. Usually a particular subject heading card is not assigned to a book unless a significant portion of the book deals with that topic. You may want to use subject headings to find several areas of the library to browse. In browsing a section, you can check the index in the back of each book for terms relating to the topic of research. The index of a book will indicate the topics within a book in much more detail than will the card catalog.

Suggested area for browsing for books dealing with law is the K section on the second floor of the Roy O. West Library.

III. PERIODICALS AND PERIODICAL INDEXES

A. Periodical Indexes

	Location
The New York Times Index 1851 - to date. This is the most comprehensive index to a major American newspaper. The New York Times is available on microfilm for the years 1851 to 1939 and 1950 to the present, and in bound form for the years 1940 to 1949. Priding itself on being a newspaper of historical record, this newspaper contains contemporary accounts and often texts of major documents dealing with American history.	Main Floor Index Area
Public Affairs Information Service (P.A.I.S.) 1915 - to date. A subject index for the social sciences with emphasis on political science, economics, and public affairs. Includes books, periodical articles, pamphlets, and some government documents.	Main Floor Index Area
Social Sciences Index, June 1974 - to date. (Supercedes in part Social Sciences and Humanities Index 1965 - 1974 which in turn supercedes International Index 1907 - 1965). An author and subject index to scholarly periodicals in the Social Sciences. Similar in format to Reader's Guide, this is the major index in the library to periodicals relating to law.	Main Floor Index Area

B. Periodicals

American Journal of International Law 1930 - to date. Indexed by P.A.I.S. and Social Sciences Index. A scholarly journal on international law.	Third Floor

	Location
Columbia Law Review 1953 - to date. Indexed by P.A.I.S. Articles written by lawyers and professors on a wide variety of legal subjects.	Third Floor
Harvard Law Review 1953 - to date. Indexed by P.A.I.S. Very scholarly with a wide appeal to lawyers, political scientists, sociologists, and historians. Often has exhaustive articles of almost book length.	Third Floor
Indiana Law Journal 1949 - to date. The law journal published by Indiana University.	Third Floor
University of Chicago Law Review 1953 - to date. The law journal published by the University of Chicago Law School.	Third Floor
The Yale Law Journal 1960 - to date. Indexed by P.A.I.S. One of the basic legal journals.	Third Floor

IV. CONSTITUTION

Ref. KF 4527 .A39 1973	Constitution of the United States Annotated. The Constitution is presented with citations to important cases concerning it, given clause-by-clause.	Main Floor Reference Area
Serial Set Number 12765-3	Constitution of the United States of America, Analytical Index, Unratified Amendments. 90th Congress, 1st Session House Documents 124. Contains text of the Constitution with 25 ratified amendments and all proposed amendments.	Third Floor Governemnt Documents
Ref. KG 4530 .C6 1974 V.1-5	Constitution of the United States: National and State, by Legislative Drafting Research Fund, 1974. Complete current texts of the U.S. Constitution of the 50 states.	Main Floor Reference Area
Serial Set Number 3550	The Proposed Amendments to the Constitution of the U.S. During the First Century of Its History, 1897. 54th Congress 2nd Session, House document 353 pt. 2. Contains a detailed discussion as well as a list of proposed amendments to the constitution from 1789 to 1889. Also printed as volume 2 of the Annual Report of the American Hisotrical Association for the year 1896 (SI 4.1:896).	Third Floor Government Documents

		Location
Serial Set Number 8546	Proposed Amendments to the Constitution of the U.S. Proposed In Congress from 1889 to 1926. Supplements the previous title. 69th Congress 1st Session, Senate documents 93.	Third Floor Government Documents
Serial Set Number 12445	Proposed Amendments to the Constitution of the U.S. Introduced in Congress from 1926 to 1963. 87th Congress, 2nd Session, Senate documents 163. Supplements the previous two documents.	Third Floor Government Documents
S 8.2: D65 /4	Documentary History of the Constiutiton of the U.S.A. 1786 - 1870. 1894 - 1905. 5 volumes. Includes proceedings and resolutions of the federal convention and of Congress relating to the Constitution and amendments, together with the Constitution and the Madison debates.	Third Floor Government Documents
Serial Set Number 8573	Documents Illustrative of the Formation of the Union of American States 1927. 69th Congress 1st Session House Document 398. Presents the original drafting and adoption of the Constitution. Contains also the Declaration of Independence, the Articles of Confederation, the Madison debates and amendments 1-19.	Third Floor Government Documents

V. FEDERAL STATUTORY LAW

A. Government Publications

GS 4-110: (Bill No.)	Slip Law The slip law is the first official text of a statute and is issued immediately after enactment.	Third Floor Government Documents
GS 4. 111: Vol.	U.S. Statutes At Large 1789 - to date. A chronological accumulation of slip laws for each session of the Congress. Cited as Stat; for example 88 Stat 1819 refers to volume 88, page 1819 of the U.S. Statutes At Large.	Third Floor Government Documents
S 7. 10: 1	Revised Statutes of the U.S. 2nd ed. 1878. The first codification of the entire body of permanent federal law in force on December 1, 1873.	Third Floor Government Documents

		Location
S 7. 10: 2	Supplement to the Revised Statutes of the U.S. 1874 - 1891 2d ed. 1891. Chronological arrangement forming a condensed edition of volume 18-31 of Statutes at Large (1874 - 91).	Third Floor Government Documents
LC 10. 5: 0&1	Index Analysis of the Federal Statutes, 1789 - 1907 Covers general and permanent law in U.S. Statutes Revised of 1873 and U.S. Statues at Large 1873-19[illegible]	Third Floor Government Documents
Ref. KF 62 1970 .A2 Vol.	U.S. Code A consolidation and codification of the general and permanent laws of the United States. Its purpose is to present the laws in a concise and usable form without requiring use of the many volumes of the Statutes at Large. A new edition is published every six years.	Main Floor Reference Area

B. Nongovernment Publications

	U.S. Code Congressional and Administrative News. 1941 - 1975. Regarded as the best source of new federal public laws. Also contains legislative history, congressional news notes, administrative regulations, presidential proclamations and executive orders.	After Hours Reading Room
Ref. JK 1 .C66 Current Year	Congressional Quarterly Weekly Report. Provides up-to-date and accurate studies of the Congress often unavailable elsewhere. Includes a statute table of major legislation.	Main Floor Reference Area
JK 1 .C66 Vol. Year	Congressional Quarterly Almanac 1956 - to date. An accumulation of Congressional Quarterly Weekly Report.	Main Floor Reference Area

VI. FEDERAL COURT DECISIONS

A. Government Publications

JU 6.8: Vol.	United States Reports The decisions of the U.S. Supreme Court are first published in pamphlet form, called slip decisions, and eventually, are cumulated and bound in a series of volumes called U.S. Reports.	Third Floor Government Documents

		Location
JU 6.8 /a: Vol/ part	Official Reports of the Supreme Court. Preliminary Prints. A preliminary print of the United States Reports. Individual decisions (called slip decisions) are issued in individual pamphlet form soon after a decision has been made. These decisions are then organized into this preliminary print for easier access. The preliminary print is subject to formal revision before the bound volume is published.	Third Floor Government Documents

B. Nongovernmental Publications

United States Supreme Court Reporter (1st. Lawyers Edition (cited as L ed.)) Partial set volume 1-99 covering cases from colonial America to the October 1954 term of the U.S. Supreme Court.	After Hours Reading Room
(2d Lawyers Edition (cited as L ed. 2)) Partial set of volumes 1-8 covering Supreme Court Cases from the October 1956 term of the Supreme Court to the October 1961 term of the Court.	After Hours Reading Room
American Law Reports Vol. 1-40. 1st series (cited as ALR) Partial set covers selected federal cases from 1919 to 1924.	After Hours Reading Room

C. Finding Aids

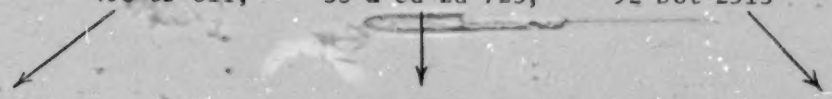
Digest of Supreme Court Reports, 1969. Vol. 1-18. Covers all the decisions of the U.S. Supreme Court Reports, both official and unofficial from earliest times.	After Hours Reading Room

D. Citation Books

KF 101.2 .S4x V.1-3	Shepard's U.S. Citation, Cases. 3 volumes 1915 - 1925. An older work providing a compilation of citations to U.S. Supreme Court cases to volume 265 of the United States Supreme Court Reports as well as other nongovernment publications of Supreme Court decisions.	Second Floor General Collection

Example of a citation
to the various reporting sources
of Supreme Court decisions

Port of Portland
v
United States



United States Supreme Court Reports (Official Edition) Bound volume 408 page 811

United States Supreme Court Reports, Lawyers Edition, 2d Series Bound Volume 33 page 723

Supreme Court Reporter Bound Volume 92 page 2513

E. Special Courts

		Location
JU 3.9: Vol.	Court of Claims Reports. 1936 - to date, Vol. 83- Cases decided in the U.S. Court of Claims with reports of the Supreme Court of Claims Cases.	Third Floor Government Documents
JU 7.5: Vol.	Court of Customs and Patent Appeals Report. 1949 - to date, Vol. 37- Reports on both customs and patent cases.	Third Floor Government Documents
JU 9.5: Vol.	U.S. Customs Court Reports. 1938 - to date, Vol. 1- Reports cases in the U.S. Customs Court.	Third Floor Government Documents
JU 11.7: Vol.	Reports of the Tax Court of the U.S. 1929 - to date, Including reports of Board of Tax Appeals 1929 - 1942.	Third Floor Government Documents

VII. FEDERAL ADMINISTRATIVE LAW

Administrative law includes rules and regulations made by the President and government agencies which have general applicability and legal effect.

		Location
GS 4.107	Federal Register Issued five times a week, this source gives presidential proclamations, executive orders, and announcements of important rules and regulations of the government.	Third Floor Government Documents
GS 4.108	Code of Federal Regulations (CFR) Revised annually, this bears a similar relationship to the Federal Register as the U.S. Code does to the Statutes at Large, in that the rules actually in force at the end of the calendar year are included in the code in a classified subject arrangement. It is kept current by daily issues of the Federal Register.	Third Floor Government Documents

The various independent agencies also publish results of the decisions and reports and most are available in the Roy O. West Library. Examples are:

CC 1.12/ series, vol.	Federal Communications Commission Reports 1935 - to date.	Third Floor Government Documents
LR 1.8	Decisions and Orders of the National Labor Relations Board.	Third Floor Government Documents
FT 1.13: Year	Federal Trade and Court Commission: Statutes and Decisions 1914 - to date.	Third Floor Government Documents

VIII. INTERNATIONAL LAW

S 7.12/ 2: Vol.	Digest of International Law V. 1-15 A synthesis of what international law has been through U.S. practice and that of other countries. Continues as Digest of United States Practices in International Law S 7.12/3: year.	Third Floor Government Documents
S 9.5? Vol.	Treaties and Other International Acts of the United States of America. 8 volumes. Contains text of treaties and other international agreements which entered into force between the United States and other countries from 1776 to July 1863.	Third Floor Government Documents
S 9: 12/2: Vol.	Treaties and Other International Agreements of the United States of America 1776 - 1949. Supercedes previous work and contains all the treaties of the United States prior to 1950.	Third Floor Government Documents

IX. MISCELLANEOUS LAWS AND REGULATIONS

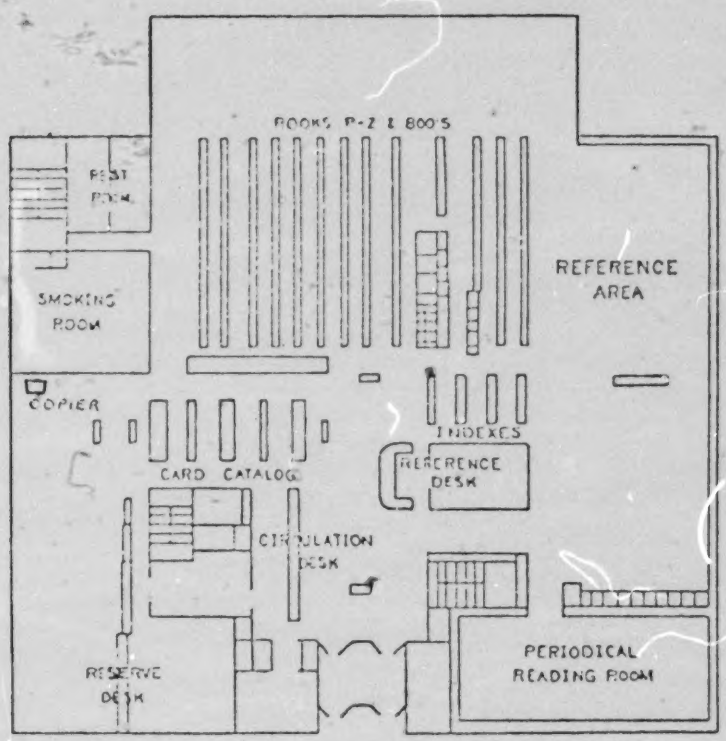
		Location
Ref. KF 879 .A45A5	Uniform Commercial Code published by West Publishing Co. A code promulgated by the American Law Institute and the National Conference of Commissioners on Uniform State Laws with the endorsement of the American Bar Association. It is an attempt to encourage adoption of Uniform Commercial laws by the States. Numerous states have adopted part or all of it.	Main Floor Reference Area
Ref. KF 6301 .A4 1976	Federal Tax Regulation 1976, published by West Publishing Co., 1976. An annual series. Contains rules and regulations promulgated by the Treasury Department which deal with income, estate, and gift taxes.	Main Floor Reference Area

X. INDIANA LAWS

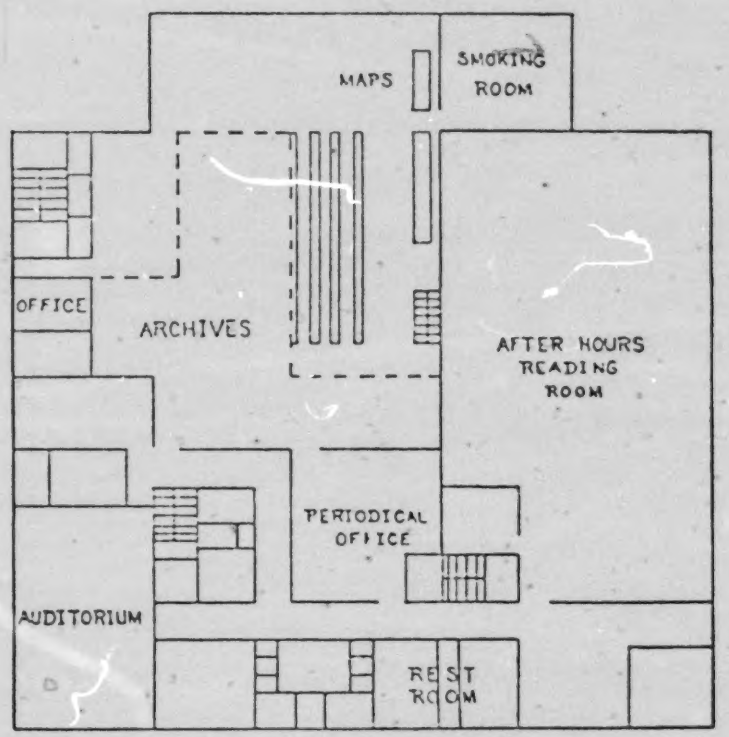
Ref. KFI 1971 .A23	The Indiana Code of 1971. A codification of Indiana laws to 1971.	Main Floor Reference Area
Ref. KFI 3030 1971 .A43	Burns' Indiana Statutes Annotated, 1973. An annotated guide to the laws of the State of Indiana. Gives references to the Indiana Code of 1971. For example the reference 3-1-2-13 refers to title 3, article 1, chapter 2, section 13 of the Indiana Code of 1971. Updated by pocket supplements at the end of each volume.	Main Floor Reference Area

FOR ADDITIONAL ASSISTANCE PLEASE ASK AT THE REFERENCE DESK.

1/26/76

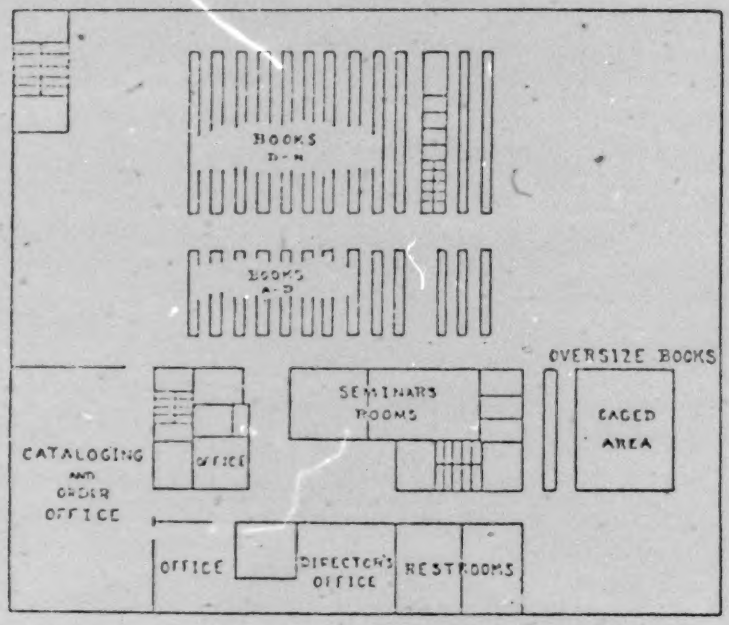


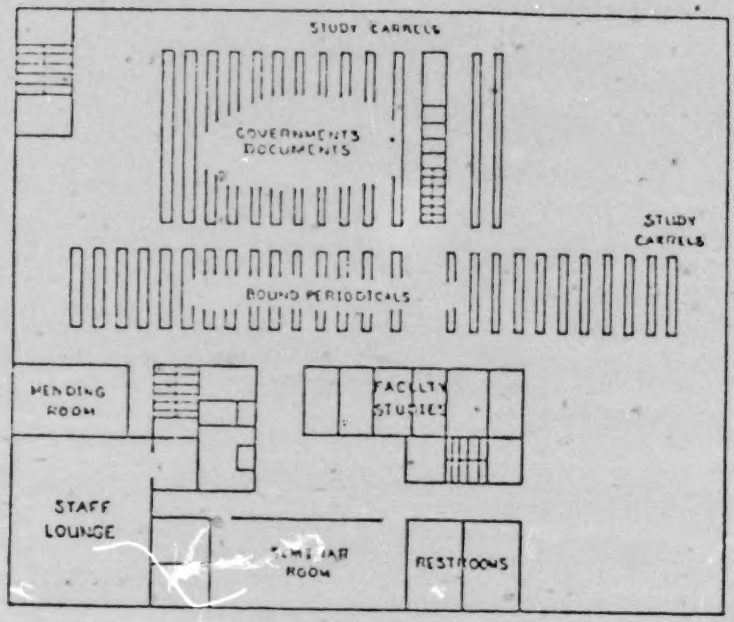
MAIN FLOOR



GROUND FLOOR

SECOND FLOOR





THIRD FLOOR

Appendix M

NAME: _____

MAJOR: _____

CLASSIFICATION: (circle One)

Freshman Sophomore Junior Senior

STUDENT QUESTIONNAIRE

The following set of questions pertaining to Roy O. West Library has been designed to allow you to communicate to us your CANDID views concerning DePauw's library facilities and resources. Please feel free to record your honest opinions on the questions which follow; the frank expression of your views may well serve to improve the quality of library facilities and services at DePauw. The views expressed by you and your colleagues will be seriously considered as key information for the effective development and planning of library resources at DePauw.

Students have different reasons for using the library. We would like to know the ways in which you make use of the library; based on your experience at DePauw how important to you is the Roy O. West Library for the following purposes:

	Very Important	Important	Unimportant	Never Used for this
1. As a place to browse for books and magazines	____	____	____	____
2. As a place to go to meet friends	____	____	____	____
3. As a place to go to study between classes	____	____	____	____
4. As a place to go to study at night	____	____	____	____
5. As a place to go to study on weekends	____	____	____	____
6. As a place to do research (source of books, magazines, documents, etc.)	____	____	____	____

There are many things a student can do in the library. We would like to get some idea from you as to what activities you typically pursue in the library -- and further some notion of the frequency with which you engage in these activities.

How often do you go to Roy O. West Library to:

	Often	Sometimes	Seldom	Never
7. Look up information and locate materials for classes	____	____	____	____
8. Check out books for personal reading pleasure	____	____	____	____
9. Use the reference section (e.g., encyclopedias, indexes, abstracts, etc.) for research	____	____	____	____
10. Read materials held in the Reserve Section	____	____	____	____
11. Meet and visit with friends	____	____	____	____
12. Study between classes	____	____	____	____
13. Study in the evenings	____	____	____	____
14. Study on the weekends	____	____	____	____

Student opinions concerning the adequacy of resources a library possesses are very important factors influencing the use of library facilities. We want to learn how you feel about the resources of Roy O. West Library. Please indicate your feelings about library resources by checking SA (Strongly Agree), A (Agree), U (Undecided), DA (Disagree), or SDA (Strongly Disagree) on each of the following items.

15. Whenever I need to look up materials for independent research assignments (e.g., term papers, independent study projects, etc.) I can usually locate the materials I need quite easily in the Roy O. West Library.

SA____ A____ U____ DA____ SDA____

16. In general, the Roy O. West Library is well-organized for the location of library resources.

SA____ A____ U____ DA____ SDA____

17. I consider the Roy O. West Library a good resource for materials I seek for recreational or general interest reading.

SA___ A___ U___ DA___ SDA___

18. In general, the Roy O. West Library is organized in a way that facilitates the use of the library as a study area.

SA___ A___ U___ DA___ SDA___

19. Due to the Roy O. West Library's inadequate collection I have to go to other libraries (e.g., Indiana University, Purdue University, etc.) to find resources I need for my class work and/or research assignments.

SA___ A___ U___ DA___ SDA___

An important aspect of the operations of a library is that of the performance of library personnel. We would like to learn how you feel about the people who work in Roy O. West Library.

Have you ever had occasion to call upon the services of a DePauw librarian?

Yes___ No___

If you answered YES, then please respond to the following items by including the degree of your agreement or disagreement with each item. (If you answered NO, please proceed to question #24, below.)

20. In general, I think DePauw librarians are friendly to students.

SA___ A___ U___ DA___ SDA___

21. In general, I think DePauw librarians are happy to help students use library resources.

SA___ A___ U___ DA___ SDA___

22. The assistance provided by DePauw librarians is seldom helpful because they know little more than I do about the questions I have.

SA___ A___ U___ DA___ SDA___

23. There are times I would like to ask for help in the library, but I don't know whom to ask for assistance.

SA___ A___ U___ DA___ SDA___

We would like to know how often you make use of the library. Please tell us about the frequency of your use of Roy O. West Library.

24. Ordinarily I go to the Roy O. West Library:

One or more times a day___
Two or three times a week___
Once a week___
Seldom___
Never___

25. How many hours during a typical school week would you be likely to spend in the library?

Ten hours or more_____
Five to nine hours_____
One to four hours_____
Less than one hour per week_____

26. I would go to the Roy O. West Library more often if: (Please check as many responses as you like.)

___A. I knew more about how to use the library.

___B. The holdings were more extensive.

___C. More of my friends would go there.

___D. The library staff would be more helpful and cooperative.

___E. There were more quiet areas for studying.

Of the considerations listed above, which are the two most important factors which might cause you to make greater use of the library?

Most Important_____

Second Most Important_____

27. How would you characterize the opinion of the Roy O. West Library held by DePauw students generally?

Highly Positive_____ Postive_____ Neutral_____ Negative_____ Highly Negative_____

28. In your past experience with the Roy O. West Library, how often have you used the following library resources or services? What was the nature of your experience with each?

The card catalog
Frequently used_____
Seldom used _____
Never used _____

Periodicals (newspapers and magazines)
Frequently used_____
Seldom used _____
Never used _____

If you have used the periodical collection, how well did you find it to be organized?

Very Well_____ Well_____ Undecided_____ Poorly_____ Very Poorly_____

How comprehensive did you find the periodical collection to be?

Quite Comprehensive___ Fairly Comprehensive___ Undecided___
Somewhat Lacking___ Very Much Lacking in Comprehensiveness___

Government Documents

Frequently used____
Seldom used ____
Never used ____

If you have used the government documents collection, how well did you find it to be organized?

Very Well___ Well___ Undecided___ Poorly___ Very Poorly___

Index Area (e.g., Readers' Guide, New York Times Index, etc.)

Frequently used____
Seldom used ____
Never used ____

If you have used the facilities and resources of the Index Area, how satisfactory did you find those resources?

Very Satisfactory___ Satisfactory___ Undecided___
Unsatisfactory___ Highly Unsatisfactory___

Reference Assistance

Frequently used____
Seldom used ____
Never used ____

If you have called upon reference assistance, how considerate was the treatment you received?

Very Considerate___ Considerate___ Undecided___
Inconsiderate___ Very Inconsiderate___

The section you have just completed focused upon your impressions of and reactions to Roy O. West Library resources and facilities. The following section of this questionnaire concerns itself with the question of LIBRARY SKILLS. We are very interested in knowing about the level of library proficiency students bring to Roy O. West Library in their search for information. Please complete the following exercise as diligently as possible.

(Please turn the page)

KNOWLEDGE OF LIBRARY SEARCH PROCESS

You are provided LIBRARY AREA identification names (right-hand column). Each library area identification name is given an IDENTIFICATION NUMBER (left-hand column).

IDENTIFICATION NUMBER	LIBRARY AREA
1	Card Catalog
2	Index Area
3	Reference Area
4	Rotary File of Periodical Holdings
5	Periodicals Reading Room
6	New York Times & Index
7	Government Documents
8	Abstracts

DIRECTIONS:
In the following exercise read each item carefully. Decide which area of the library (LIBRARY AREA) is the most logical place to start your search for the information described in the item. Respond to each item by placing the IDENTIFICATION NUMBER of your choice in the blank preceding it.

EXAMPLE:

__1__ Moss, Pete, Better Gardens

After reading this item your decision is that the card catalog is the area in which to start your library search. The identification number for the card catalog is "1": therefore, you place a "1" in the blank preceding "Moss, Pete...."

ITEMS:

___ 1. Wilson, John Arthur, Modern Practice in Leather Manufacturing

___ 2. Census data on Putnam County, Indiana

___ 3. A current Newsweek for browsing

___ 4. Summaries of doctoral dissertations

___ 5. You want to make a current comparison of the Indianapolis Star and the Chicago Tribune

___ 6. Games People Play

___ 7. Congressional debates on the Alaskan pipeline

___ 8. Who's who in the humanities

IDENTIFICATION NUMBER	LIBRARY AREA
1	Card Catalog
2	Index Area
3	Reference Area
4	Rotary File of Periodical Holdings
5	Periodicals Reading Room
6	New York Times & Index
7	Government Documents
8	Abstracts

____ 10. A professor sends you to read an article in May 1975 Society

____ 11. Watchmaking information to check out of the library

____ 12. Look again at an article you read several months ago on wildcat oil drilling

____ 13. Dictionary of Angels

____ 14. Does the library subscribe to Ms., Ebony, or Time?

____ 15. Book with a Superintendent of Documents classification number

____ 16. Find current information on the fad of tie-dying

____ 17. Supreme Court decision on abortion

____ 18. Birthdates for Albert Schweitzer and Lawrence Welk

____ 19. Day-by-day coverage on the Kent State "incident"

____ 20. Magazine article on ESP

____ 21. Review in a magazine on Alistair Cooke's book, America

____ 22. Bibliography of resources on Black Americans

____ 23. Ten longest bridges in the world

____ 24. Organization chart of the U.S. Postal Service

____ 25. List of colleges offering degrees in Chicano studies

END --- THANK YOU!!!

FINAL REPORT ON PROGRAM ACTIVITIES

LIBRARY SERVICE ENHANCEMENT PROGRAM: DEPAUW UNIVERSITY

BY

LARRY HARDESTY, PROJECT LIBRARIAN

Most of what is included in this report has been already included in the quarterly reports or the summary given of the program at the meeting of grant recepients at Eastern Michigan University. The following is an outline of the program activities undertaken through the Library Service Enhancement Program. It must be pointed out that in many of the activities other members of the Roy O. West Library staff and the faculty of DePauw University were involved. The beginning librarian hired under the program, Kathleen Owens, was particularly active in the program.

I. Freshman Library Enhancement Program

A. Orientation

Particular emphasis was placed on developing of the proper skills and attitudes on the part of beginning college students in regards to the academic library. At the beginning of each semester a fifteen minute slide presentation was given to each of a total of twenty-nine classes of freshman English and basic communications. The purpose of this presentation was to introduce the students to the personnel, resources, and services of the library. At the end of the presentation the students were made aware of a self-guided tour pamphlet that had been prepared so that they could tour the library at their own conviences. These guides were placed on a table near the library entrance and approximately 1,000 of them were distributed in this manner through the course of the year.

B. Instruction

A second and the most important part of the freshman program involved instruction to the freshman students on the major collections of the library. During the year this involved sixteen classroom instructors, twenty-eight classes, and approximately 560 students, or approximately ninety percent of the freshman class at DePauw University.

For each class, two 45 minute slide presentations were given. To accompany the presentation and to aid the students in completing course assignments, an instruction booklet and a worksheet was developed and given to each student. The students were shown how to make basic use of the library's major collections so that they could complete a composition assignment.

C. Evaluation

A simple two page evaluation form was given to the students at the end of each semester. The results of the first semester have already been included in a previous report, but the results of the second semester accompany this report.

A sociology instructor and a political science instructor worked with the librarians involved to develop a more reliable measurement of any changes the students might have in their attitudes and skills in regards to the library as a result of this program. It was developed and validated during the first semester and used as a pre-test and post-test during the second semester. The results are included as part of this report, but they have not been fully analyzed.

II. Upperclassman Library Instruction Program

A. Instruction

During the year twenty-two presentations were made to upper level classes. The presentations ranged from brief instructional presentations on specific library items to presentations involving slides and an entire class period. For each presentation, consultation with the instructor was involved and a library guide to library resources relating to the course was given to each student. During the year library guides of from ten to twenty pages in length were developed for such areas as Latin American civilization, broadcasting, biography, children's literature, European history, the American West, legal sources, literary criticism, and speech and theatre. Approximately 2,000 of these guides were distributed during the year.

B. Evaluation

To determine the attitudes and skills graduating seniors have in regards to the library a survey form was developed by the librarians and classroom instructors involved in developing the freshman test. It was developed and validated during the first semester and distributed through the student library committee near the end of the second semester. Although not fully analyzed, a copy of the form and the results are included with this report.

III. Classroom Instructors

It is recognized that in a successful program of library instruction that the role of classroom instructors is particularly crucial. In a small college, such as DePauw University, there is ample opportunity for a librarian to have contact with classroom instructors. Such contact was carried on throughout the year, although not necessarily in a systematic fashion. A survey of the faculty was conducted during the first semester, and the results are included with this report. Also, two members of the faculty library committee accompanied the project librarian to Earlham College to learn of their program. This visit to Earlham College promises to be very productive in terms of future work with the classroom instructors involved.

EVALUATION REPORT

LIBRARY SERVICE ENHANCEMENT PROGRAM: DEPAUW UNIVERSITY

BY

JAMES A. MARTINDALE, DIRECTOR OF LIBRARIES

An attempt has been made to follow the series of questions as presented in your guide. Attached to my report are letters, prepared by faculty members here at DePauw University, that were included with our recent proposal to the Council on Library Resources -- National Endowment for the Humanities. The letters do tend to answer some of the questions in your outline pertaining to faculty reaction to our program.

1. The library service enhancement program for DePauw University, as stated in our original proposal, was to begin with an emphasis upon developing a program for freshmen. A general search strategy was to be taught through the already established English Composition courses. Another step, was to introduce discipline-related search strategies to students as they began taking courses in their major field of study. Finally, pre-tests and post-tests were to be developed to measure both changes in student attitudes and knowledge. All three areas were covered this year as explained in our earlier reports plus the final report of the Project Librarian.

2. The Project Librarian and the Reference Librarian both have the ability to establish a program, convince faculty members that the program is essential and then work effectively with the students. Both librarians are young and the students identified with their energy, intellect and humor.

3. About one third of the professional staff participated in the program actively. Faculty comments are included in the above-mentioned letters. About one third of the students enrolled at DePauw were involved in the program.

4. The program is integrated into the library's regularly staffed services and it will be continued when the Council's support ends.

5. Again, see the faculty letters attached to this report. A few faculty members felt that they could develop a library instructional program for their own needs. Apathy or lack of interest on the part of the faculty was not apparent during the course of the program. Once faculty members were apprised of the program and saw it develop, they came to the library and asked for Reference assistance for their classes.

6. The Project Director and the Reference Librarian were invited into upperclssman classrooms that were not involved obviously with the freshman program. We are planning that Mr. Hardesty will continue his visits to the various departments.

7. I don't know what proportion of faculty members now require that students make more use of the library in their course work; however, both circulation figures and reference question statistics have increased this academic year. Two (2) week circulation to students increased about 7% and approximately a 46% increase was noted in the number of reference questions answered.

8. See letters.

9. There is a higher percentage of extended research and instructional questions in contrast to directional and ready reference inquiries. During the current academic year, I worked for brief periods at the Reference desk. I noticed that often students and especially freshmen, had conducted preliminary searches before approaching the desk for assistance.

10. I view the Library Service Enhancement Program activities as incremental services.

11. The periodical collection plus the supportive indexes, the reference collections, and the reference and circulation services are used more heavily. Part of this increase must be the results of our Library Service Enhancement Program activities.

12. I believe that the faculty, at least those most closely associated with the program this year, would assign a high priority to the activities. It is too soon for student reaction but according to our questionnaires, most approved of the program. The library staff is committed to the program and has assigned a high priority to its continuance.

13. Certainly the faculty and students are much more aware of the library services and needs on this campus. Because of the effective learning experiences of the students, faculty members are more interested in the concept of librarians as co-teachers.

June 14, 1967

Director
Council on Library Resources
One Dupont Circle
Washington, DC 20036

Dear Sir:

As a part of the ISEP evaluation, I am glad to report that I have read the evaluation made of the DePauw program for the development of effective library services, and I have found it to be an excellent program. I have also talked with a number of persons who have worked closely with the program such as the Head of the English Department, and I can report that this program has meant a great deal to the students at DePauw University.

Mr. Martindale, University Librarian, has a number of statistics to indicate the wide use that was made of the library by our students and of the favorable response they have to the various parts of the program. I greatly appreciate the help of your organization in making possible the Library Service Enhancement Program. The administration at DePauw feels that it was most worthwhile and we plan to continue our support in any way we can.

Sincerely,

RHF

Robert H. Farber
Vice President and
Dean of the University

RHF:fa

Freshman Library Test (Spring 1977)

Attached to this summary are the preliminary results of a pre-test and post-test completed by 144 students enrolled in freshman-level composition courses during the second semesrer. Eleven instructors and classes were involved in this effort to determine the effects of library instruction on students' attitudes and skills in regards to the library.

The testing instrument was developed by Jim Mannon, Nick Lovrich, Larry Hardesty, and Kathleen Owens. It was pre-tested during the first semester to determine the validity of the questions. At the beginning of the second semester the students were given the test. During the semester all the students, except one class (a control group), were given library instruction on how to make basic use of the major collections of the library. This instruction consisted of two class periods involving the use of color slides, instruction booklets, and worksheets. The students then used this information to gather material to complete regular course assignments. At the end of the semester the students were given the same test in an effort to determine any changes in their skills and attitudes.

The information provided is only preliminary and further analysis is needed. For example, the results of the control group are still included in the total. However, two major pieces of information seem apparent. First, it would appear that the attitude expressed by the students towards the library has changed very little as a result of the library instruction. In general, the students expressed a moderately positive attitude in regards to the library.

Second, the skills of the students concerning the library seemed to have improved. Before the library instruction the students averaged only approximately 60 percent of the questions being answered correctly. After the instruction the students averaged approximately 75 percent of the questions being answered correctly. This percent may increase once the results of the control group are excluded from the total. It is of interest to note that the freshman students after instruction did equally as well as graduating seniors on the same test.

Further analysis will be completed on this test. No doubt it is a relatively limited measure of attitudes and skills, but a serious effort was made to make a valid measure.

The test was completed as part of the Library Services Enhancement Grant received by DePauw University. The results of this test will be included as part of the final report to the Council on Library Resources.

Larry Hardesty
Head of the Reference Department

Freshman Library Instruction
Pre-test and Post-test (Spring 1977)

INSTRUCTOR _____ DATE _____

STUDENT QUESTIONNAIRE

As part of a larger study of library use among college students, we are interested in what college Freshmen think and know about libraries. We would like to ask you some questions about how you feel towards libraries, and also how well you know how to use a library. Based on your own experiences and feelings, would you please answer the following questions? Indicate your feelings about libraries by checking SA (Strongly Agree), A (Agree), U (Undecided), DA (Disagree), or SDA (Strongly Disagree) on each of the following items.

144 total responses

1. I find a library a very comfortable place to work when I need to go there.

SA 20/18* A 74/80 U 21/16 DA 25/26 SDA 5/4 2nd NA=1**

2. Walking into a library is like going into church, because I'm in awe of the surroundings.

SA 2/2 A 14/10 U 20/26 DA 82/81 SDA 27/26

3. I only go to a library when someone makes me go.

SA 1/1 A 13/16 U 5/5 DA 68/78 SDA 58/45

4. When I go to a library I often spend more time than I planned because I find so many interesting things.

SA 2/8 A 33/28 U 37/32 DA 65/62 SDA 7/15 1st NA=1

5. A person should only ask a librarian for help when it looks like they aren't busy.

SA 3/0 A 15/9 U 10/8 DA 76/79 SDA 41/49

6. Normally a librarian can only help you when you know what you're looking for.

SA 4/4 A 20/19 U 16/8 DA 83/89 SDA 22/25

(Please Turn Page)

*Number preceding the slash mark indicates the response on the pre-test. The number after the slash mark indicates the response on the post-test.

**NA indicates No Answer. For example 2nd NA=1 indicates that one student did not respond to this question on the post-test.

KNOWLEDGE OF LIBRARY SEARCH PROCESS

You are provided LIBRARY AREA identification names (right-hand column). Each library area identification name is given an IDENTIFICATION NUMBER (left-hand column).

IDENTIFICATION NUMBER	LIBRARY AREA
1	Card Catalog
2	Index Area
3	Reference Area
4	Rotary File of Periodical Holdings
5	Periodicals Reading Room
6	New York Times & Index
7	Government Documents
8	Abstracts

DIRECTIONS:
In the following exercise read each item carefully. Decide which area of the library (LIBRARY AREA) is the most logical place to start your search for the information described in the item. Respond to each item by placing the IDENTIFICATION NUMBER of your choice in the blank preceding it.

EXAMPLE:

1 Moss, Pete, Better Gardens

After reading this item your decision is that the card catalog is the area in which to start your library search. The identification number for the card catalog is "1"; therefore, you place a "1" in the blank preceding "Moss, Pete..."

ITEMS:

W	R	
1/2	144/141	1. Wilson, John Arthur, Modern Practice in Leather Manufacturing
39/49	106/94	2. Census data on Putnam County, Indiana
14/7	131/137	3. A current Newsweek for browsing
71/36	74/107	4. You want to make a current comparison of the Indianapolis Star and the Chicago Tribune
37/21	108/123	5. Games People Play
22/6	123/138	6. Congressional debates on the Alaskan pipeline
56/51	89/92	7. Who's who in the humanities

(Please Turn Page)

IDENTIFICATION NUMBER	LIBRARY AREA
1	Card Catalog
2	Index Area
3	Reference Area
4	Rotary File of Periodical Holdings
5	Periodicals Reading Room
6	New York Times & Index
7	Government Documents
8	Abstracts

W	R		
45/40	100/105	8.	A professor sends you to read an article in May 1975 Society
72/56	73/88	9.	Watchmaking information to check out of the library
39/10	106/135	10.	Does the library subscribe to US., Ebony, or Time?
67/53	78/91	11.	Book with a Superintendent of Documents classification number
113/83	32/61	12.	Find current information on the fad of tie-dying
17/17	128/128	13.	Supreme Court decision on abortion
55/45	90/100	14.	Birthdates for Albert Schweitzer and Lawrence Welk
71/29	74/115	15.	Day-by-day coverage of the Kent State "incident"
117/54	28/91	16.	Magazine article on LSP
118/62	27/83	17.	Review in a magazine on Alistair Cooke's book, America
65/46	80/96	18.	Bibliography of resources on Black Americans
63/60	82/84	19.	Ten longest bridges in the world
35/26	110/117	20.	Organization chart of the U.S. Postal Service

# of Questions Right	# of Students Pre-test	# of Students Post-test
4-5	3	0
6-7	7	1
8-9	12	4
10-11	30	11
12-13	42	28
14-15	38	44
16-17	9	35
18-19	4	20
20	0	2
	average 12.2 right	average 14.7 right (including control group)

STUDENT COMMENTS

ON THE EVALUATION OF THE

LIBRARY INSTRUCTION/ORIENTATION PROGRAM

(Second Semester, 1976/77)

The following string of quotes was taken from the evaluation forms for the library instruction/orientation program for the second semester 1976/77. The actual question posed to the students was:

> "What suggestions can you make for the improvement of this program? Include comments on what you liked least about it, and/or what you liked most about it."

The quotes are verbatim from the evaluation forms. The comments are also complete: none of the written comments were omitted even though some are a bit repetitive.

It should be kept in mind that not every student wrote comments. Of the 153 respondents to the questionnaire, only 96 answered the final question; the other 57 answered the quantitative questions only. Thus it is important to consider these written comments in conjunction with the results of the first 10 questions (which nearly all the students answered).

Student Comments, 2nd semester, 1976/77

A little bit more knowledge on Gov. doc. would be given. (It found, they can be very useful.) Periodicals are real easy to find and work with because they are bound. Library carpet would be great!

I felt that overall the program was very useful to myself and that it should be continued in the future.

The program is very good for people who are unfamiliar with the library. The library tour should perhaps come at the beginning of the program instead of the middle.

Talk more on periodical guide--how they change and don't go far enough back in time. Show the people how to use the microfilm machine; some people just don't know so they don't use it. Other than that it was very useful. The explanation of govt documents was most useful.

I have always been able to study well in the library, therefore I spend a fair amount of time there. Even though I knew much about where to find research materials, the Library Search Process helped me to iron out some of the wrinkles in my own research work.

I think the library should carry a larger selection of periodicals. It was basically well done, but I have had library orientation programs since the seventh grade so it was boring to an extent.

Less of a slide show. More of actual orientation of the library's facilities.

1) # of periodicals--liked <u>least</u>. 2) willingness of library employees to assist--liked <u>best</u>.

More in-library help with topics. Take class time and use it at the library to begin research papers.

It was interesting and informative.

I think the program is good overall. The only problem was that I had a hard time staying interested during the lecture class.

It helped me write my paper better. I gathered a wider range of information.

The library is fairly quiet--a good place to study--more up to date books.

I liked looking up everything the least. The sheet wasn't very helpful. The yellow booklet was helpful, but made the lectures unnecessary.

I liked the program very much and found it most hlepful. I have no suggestions for improvement.

It was very helpful overall.

I could have used more up-to-date books on my subject.

They should make more explanations about using the different sources when giving the tour.

The program should contain more of a library tour, and should be at the start of the semester. The pictures are fine, but being in the area shown in a picture is much better.

Slide show was not beneficial. A longer walking tour of library seems to be more logical.

Some of the slides were confusing because of unfamiliarity with this library.

Maybe have more practical use of the library as part of the program. The tour was short, and had to be rushed through.

Explain in more detail the government documents. Take the students on an actual trip from index to document.

The college catalogue system is terrible and maybe you should arrange colleges by state and not name -- it would have helped me a lot.

Slide show and accompanying talk was very enjoyable. Wish we hadn't run out of time on the tour. The enthusiasm of the presentation is commendable.

I think the orientation should be more in the library itself rather than just slides, however, that is hard when people are studying.

Include specific examples of what can be found in each area of the library and apply that to researching a paper.

Keep it open later on Saturday night.

I don't know enough about running a Library to give advice.

I think the slide show was good, but maybe it could have been condensed into one presentation. I also think the librarians are very pleasant and helpful!

More detail on microfilm, etc.

Microfilm machine usage should be explained more thoroughly. Not enough people know how to use the machine. The specialized dictionaries & encyclopedias should be more emphasized and should be made more obvious. If a person doesn't know about them he won't be able to use them.

Reference -- show that the specific dictionaries and encyclopedias are in some alphabetical order.

I worked in a library in jr. high and high school so it was more or less a waste of time for me. The only thing that was useful was I was sure where the different things were located.

Maybe shorten the lecture in class, just give a <u>quick</u> explanation and show slides of just the separate areas.

I thought the presentation on the search process was pretty much a waste of time. Most of us were already familiar with the process and the library. The meetings should be optional.

Instructions on areas such as Reader's Guide and Card Indexes should be touched upon briefly. In these areas most students, by this time, are fairly well prepared. The other areas such as using the govt documents and microfilm apparatus, should be dealt with more extensively and in detail. Maybe it would be better if there was a single day allotted to demonstrations and [illegible] for using both the govt documents and the microfilm. Attendance at this presentation could be optional, all English classes working on terms papers combined.

I have no suggestions. I was used to a small library and now have gained much knowledge about ways and means to using a larger library and utilizing its source material. Thank you!

Any time I found a book in it [the card catalog], it was usually not in the library anymore. In my opinion, then, the cards should be taken out. I also had trouble finding some periodicals on the 3rd floor.
I had to change my topic because the library wasn't up-to-date on organic gardening. The few books related to this were written 2 or 3 decades ago, & there were none dealing with organic gardening (except maybe one). It seems to me, the majority of books deal with either history or economics, you should diversify.

It was a waste to me because so many areas had no information on my topic.

Too basic.

I knew most of the stuff you taught us already.

Obtaining a government document once I found one related to my topic. I needed NYT Times during the 40s so that caused an inconvenience as it is not on microfilm. I had trouble finding books related to my topic that were in the library.

I think you could have done without the very first slide presentation.

Instead of having classes it would be just as beneficial to hand out the booklets.

Make a more brief orientation program.

I'm glad I learned about using other sources besides the card catalog.

More magazines. More books.

I think the library staff is doing a good job, but I do have one complaint. I think it would be good if you could take out the older periodicals (i.e. 1967 Life). I know that they are bound, so the solution could be hairy.

Slide presentation was dull. It should be shortened to one class period instead of two. It is not necessary to make it so long.

More time spent on govt papers.

The information could have been given in one meeting rather than two and still have been clear. Pictures of books in the slide show seemed unnecessary and merely added length to the show. If one knows anything about the library then the show is a bit of an insult to your intelligence.

If I hadn't gone to the library sessions, I wouldn't have known how to even begin looking for material. The sessions were boring though. Everything in the library is well organized and I found everything fairly easily. The most important thing that I learned in the sessions was that the librarians were happy to help me.

In my paper I had no need of Roy O. -- Roy O. is <u>not</u> up to date information-wise. We as students need more books that don't date back to 1893!!! How about a better selection on art, theatre, & culture in general. P.S. Why do we have to be tested on such trivial garbage! If I need something all I have to do is think & act -- not piddle around with "kindergarten teacher" pointing out every little thing. I thought I was a lot more observant than that! I'm insulted.

Do an in-class presentation of the library and resources and offer (not demand) a tour and then if someone needs help they can ask. The worksheet was an unbelievable waste of my time and I resent having been forced to do it.

The presentation seemed a little long, boring and dragged out. I think the library search process is a little too specific. All that information may not be needed and it seems to take up too much time.

I have been here for 3-1/2 years now, and have witnessed some very major and beneficial changes in the library. I am sure you all realize you're a long way from home though. But considering the size of the job, you've done well -- congratulations.

The presentations probably could be shortened a bit. I learned how to use and find govt documents so that part was very helpful.

The <u>biggest</u> problem I had was looking up about half of my sources -- mainly books -- and then finding them not there!! -- there was not <u>one single book</u> in the library on my topic.

Bigger library . . . volume selection . . . carpeting. Desperately need more up-to-date literature. Very limited selection of books.

At times the classroom presentations were repetitive and therefore monotonous. Mostly, however, the program did help quite a bit.

I think the program was excellent. It not only made my papers better, but it saved me a lot of time which I used for writing the papers.

Eliminate it; it's a complete bore -- everyone really came away with a bad feeling about the library. People who don't know how to use a library probably don't end up going to DePauw.

On the guided tour, if the process of doing a paper is walked through, not just simulated by slides--plus if it could be worked into all first semester — classes somehow before you need to use it.

Put more people in the slide presentation and eliminate the tour. One thing I didn't like about the library in general is that many of the non-student staff seem to have a compulsion to speak in normal conversational voices with disregard to students who need quiet to study.

Yellow booklet not too clear on how to find govt documents.

I thought it was the correct thing, if the steps were pointed out a bit more.

I knew the majority of what was taught and consequently was a bit bored by it, although it was put together well and encompassed quite a bit. The tour made me feel like a grade-schooler seeing the library for the first time; yet, I can see where it could have been quite beneficial to some.

The people are truly nice; hard-working. P.S. We need a new building-- Roy O. is uncomfortable.

The only problem -- a little too repetitious. Elementary.

I liked most the way you set forth a pattern for searching out material and the hints as to where to look for certain types of material.

Presentation somewhat boring.

Have the tour guide show you techniques in person rather than on a slide projector.

I'm still not sure what abstracts are, or Library Congress book.

I learned more about the different kinds of materials you can find in the library.

Keep up the good work, however, I would make the tours longer with more information.

This library isn't complete, but that's understandable considering its size and its function.

Get a different school.

Board that says, "This is... You use it like this..." at places students begin to look.

The main problem was that the presentation was too drawn out and boring. I feel that when I need to find something, I'll find out how. During these 2 hours I could have been doing something important.

I was upset with the library because although the Rotary File said they had the magazine I was looking for they did not have the volumes.

Pretty well done, not anything to complain about. Slides worked well.

The slides really helped in giving an overall idea of what and where to look for things. It would be nice if when taking us on the tour, that time was taken to actually show examples of the materials.

Longer guided tour of library.

My only complaint was that the classroom discussion was slightly boring, but there is very little one can do to make this topic entertaining. Keep up the good work!!

The program is good; could be shorter.

I think more time should be spent on explaining how to use the indexes since that is new to many students, and less time on card catalog since almost everyone has used that before.

It's OK with me the way it is. It is an informative introduction to the library.

Even though I didn't care doing the worksheet, it was very useful and helpful in locating different sources of information.

The program on the example topic -- euthanasia -- had available sources in all parts of the library. Why not also have some examples on what to do if you have a topic like mine, one for which information is harder to find. I also felt that 2 days for this program was too much. Many points were overemphasized and seemd to make the program drag. One day would be sufficient.

It's organization and step-by-step approach helped me the most.

The program was really helpful. I know that I can use the library sources that I never knew about to do better research papers. The librarians were very helpful and were very professional in their approach.

The worksheet was very helpful; you became more aware of the information and references that you talked about in the presentation.

I thought this program was very beneficial. I never knew how to make complete use of the library. I feel as though I now know it pretty well and I'm sure that will help me in the future. The slide presentation was great! Thank you.

In the reference area, specialized dictionaries and encyclopedias could be found more easily if their location were somehow labeled--it would save time taken by searching for the book within the reference area.

Make sure you stress not to be shy about asking any of the librarians for help because they are always willing to go out of their way to help you find what you're looking for.

Senior Library Survey (Spring 1977)

Attached to this summary are the preliminary results of a survey completed by 95 graduating seniors majoring in one of the social science or humanities. The purpose of this survey was to elicit from these seniors information concerning their behavior, attitude, and skills in regards to the library at the end of their academic career.

The survey form was developed by Jim Mannon, Nick Lovrich, Larry Hardesty, and Kathleen Owens. It was pre-tested during the first semester to determine the validity of the questions. Approximately 163 graduating seniors were selected on a stratified random basis to complete the questionnaire. Of this number five senior already had graduated or had address different than in the campus directory. Of the 158 questionnaires that could be returned, 95 or approximately 60 percent were returned. The student committee on library concerns was responsible for distributing and returning the questionnaires to the library.

The survey form consists of two main sections. The first section asks student to indicate their attitude and behavior in regards to the Roy O. West Library. Examining the instrument will indicate their responses, but two major points are evident. First, the seniors thought in general that students had a negative attitude towards the library. They indicated that they would use the library more if the holdings were more extensive and that there were more and better study areas in the library. Second, the students expressed positive attitudes towards the arrangements of the library and particularly towards the librarians.

The second section of the survey instrument consisted of a simple skills test. While this data has not been completely analyzed, the preliminary results are of interest. Twenty of the questions on this skills tests were used in conjuntion with a pre-test and post-test in the freshman library instruction program. It appears that the seniors completing this skills test averaged approximately the same number of correct responses as did the freshman after the freshman had library instruction. Additional information concerning the freshman test is attached to a copy of it. The seniors answered correctly an average of 75% of the questions correctly.

This survey was completed as part of the Library Services Enhancement Grant received by DePauw University. The data resulting from the survey will be further analyzed, and future surveys are planned to measure changes in the attitude, behavior, and skills of graduating seniors as the result of library instruction and other changes in library policies and procedures.

Larry Hardesty
Head of the Reference
Department

Senior Survey Results (Preliminary)
Spring 1977

158 survey forms sent out
95 survey froms returned
or 60 %

Dear Senior:

You have been selected as a representative of senior students majoring in your field to communicate to us your CANDID views concerning DePauw's library facilities and resources, in particular those of the Roy O. West Library. Please feel free to record your honest opinions on the questions that follow.

The frank expressions of your views will serve to improve the quality of library facilities and services at DePauw. The views expressed by you based on your several years' of experience here will be seriously considered as key information for the effective development and planning of library resources and services.

This form should take approximately twenty minutes of your time to complete.

Thank you,

James Martindale
Director of Libraries

SENIOR LIBRARY SURVEY

Major Social Sciences, Humanities, Education, Zoology, Botany, and Physical Education

Students have different reasons for using the library. We would like to know the ways in which you make use of the library; based on your experiences at DePauw University how important is the Roy O. West Library for the following purposes:

	Very Important	Important	Unimportant	Never Used For This	
1. As a place to browse for books and magazines	9 (9%)	42 (44%)	34 (36%)	10 (11%)	
2. As a place to go to meet friends	1 (1%)	8 (8%)	54 (57%)	31 (33%)	
3. As a place to go to study between classes	22 (23%)	50 (53%)	14 (15%)	1 (1%)	
4. As a place to go to study at night	36 (38%)	43 (45%)	9 (9%)	7 (7%)	
5. As a place to go to study on weekends	37 (39%)	34 (36%)	15 (16%)	8 (8%)	NA=1
6. As a place to do research (source of books, magazines, documents etc.)	76 (80%)	16 (17%)	2 (2%)	1 (1%)	

NA= No Answer

There are many things a student can do in the library. We would like to get some idea from you as to what activities you typically pursue in the library -- and further some notion of the frequency with which you engage in these activities.

How often do you go to Roy O. West Library to:

	Often	Sometimes	Seldom	Never	
7. Look up information and locate materials for classes	51 (54%)	37 (39%)	7 (7%)	0	
8. Check out books for personal reading pleasure	4 (4%)	11 (12%)	47 (49%)	33 (35%)	
9. Use the reference section (e.g., encyclopedias, indexes, abstracts, etc.) for research	40 (42%)	39 (41%)	15 (16%)	1 (1%)	
10. Read materials held in the Reserve Section	37 (39%)	39 (41%)	15 (16%)	3 (3%)	NA=1
11. Meet and visit with friends	4 (4%)	17 (18%)	39 (41%)	35 (37%)	
12. Study between classes	25 (26%)	39 (41%)	21 (22%)	10 (11%)	
13. Study in the evening	37 (39%)	35 (37%)	15 (16%)	8 (8%)	
14. Study on the weekends	27 (28%)	41 (43%)	14 (15%)	13 (14%)	

Student opinions concerning the adequacy of resources a library possesses are very important factors influencing the use of library facilities. We want to learn how you feel about the resources of Roy O. West Library. Please indicate your feelings about library resources by checking SA (Strongly Agree), A (Agree), U (Undecided), DA (Disagree), or SDA (Strongly Disagree) on each of the following items.

15. Whenever I need to look up materials for <u>independent research assignments</u> (e.g., term papers, independent study projects, etc.) I can usually locate the materials I need quite easily in the Roy O. West Library.

SA 7 (7%) A 31 (33%) U 13 (14%) DA 29 (31%) SDA 15 (16%)

16. In general, the Roy O. West Library is well-organized for the location of library resources.

SA 12 (13%) A 53 (56%) U 15 (16%) DA 15 (16%) SDA 0

17. I consider the Roy O. West Library a good resource for materials I seek for recreational or general interest reading.

SA 1 (1%) A 30 (32%) U 35 (37%) DA 19 (20%) SDA 7 (7%) NA=3

18. In general, the Roy O. West Library is organized in a way that facilitates the use of the library as a study area.

SA 8 (8%) A 38 (40%) U 11 (12%) DA 26 (27%) SDA 12 (13%)

19. Due to the Roy O. West Library's inadequate collection I have to go to other libraries (e.g., Indiana University, Purdue University, etc.) to find resources I need for my class work and/or research assignments.

SA 38 (40%) A 34 (36%) U 10 (11%) DA 11 (12%) SDA 2 (2%)

An important aspect of the operations of a library is that of the performance of library personnel. We would like to learn how you feel about the people who work in Roy O. West Library.

Have you ever had occasion to call upon the services of a DePauw librarian?

Yes 86 (91%) No 9 (9%)

If you answered YES, then please respond to the following items by including the degree of your agreement or disagreement with each item. (If you answered NO, please proceed to question #24, below.)

20. In general, I think DePauw librarians are friendly to students.

SA 26 (27%) A 54 (57%) U 4 (4%) DA 1 (1%) SDA 1 (1%) NA=9 (9%)

21. In general, I think DePauw librarians are happy to help students use library resources.

SA 28 (29%) A 48 (51%) U 6 (6%) DA 4 (4%) SDA 0 NA=9 (9%)

22. The assistance provided by DePauw librarians is seldom helpful because they know little more than I do about the questions I have.

SA 3 (3%) A 7 (7%) U 13 (14%) DA 50 (53%) SDA 13 (14%) NA=9 (9%)

23. There are times I would like to ask for help in the library, but I don't know whom to ask for assistance.

SA 4 (4%) A 12 (13%) U 3 (3%) DA 52 (55%) SDA 15 (16%) NA=9 (9%)

We would like to know how often you make use of the library. Please tell us about the frequency of your use of Roy O. West Library.

24. Ordinarily I go to the Roy O. West Library:

One or more times a day 32 (34%)
Two of three times a week 33 (35%)
Once a week 18 (19%)
Seldom 9 (9%)
Never 2 (2%)
NA= 1 (1%)

25. How many hours during a typical school week would you be likely to spend in the library?

Ten hours or more 34 (36%)
Five to nine hours 22 (23%)
One to four hours 25 (26%)
Less than one hour per week 13 (14%)
NA = 1 (1%)

26. I would go to the Roy O. West Library more often if: (Please check as many responses as you like.)

13 (14%) A. I knew more about how to use the library.

75 (79%) B. The holdings were more extensive.

1 (1%) C. More of my friends would go there.

5 (5%) D. The library staff would be more helpful and cooperative.

70 (74%) E. There were more quiet areas for studying.

____ F. Other:

Of the considerations listed above, which are the two most important factors which might cause you to make greater use of the library?

Most Important A=2, B=41, C=0, D=1, E=31, F=11

Second Most Important A=6, B=26, C=0, D=0, E=31, F=10

27. How would you characterize the opinion of the Roy O. West Library held by DePauw students generally?

Highly Positive 0 Positive 17 (18%) Neutral 28 (29%) Negative 43 (45%) Highly Negative 6 (6%) NA=0

28. In your past experience with the Roy O. West Library, how often have you used the following library resources or services? What was the nature of your experience with each?

The card catalog
Frequently used 78 (82%)
Seldom used 17 (18%)
Never used 0

Periodicals (newspapers and magazines)
Frequently used 64 (67%)
Seldom used 29 (31%)
Never used 2 (2%)

If you have used the periodical collection, how well did you find it to be organized?

Very Well 12 (13%) Well 51 (54%) Undecided 13 (14%) Poorly 13 (14%) Very Poorly 3 (3%) NA=0

How comprehensive did you find the periodical collection to be?

Quite Comprehensive 7 (7%) Fairly Comprehensive 41 (43% Undecided 3 (3%)
Somewhat Lacking 31 (33% Very Much Lacking in Comprehensiveness 12 (13%) NA=2 (2%)

Government Documents

Frequently used 6 (6%)
Seldom used 34 (36%)
Never used 49 (52%)
NA = 6 (6%)

If you have used the government documents collection, how well did you find it to be organized?

Very Well 0 Well 15 (16%) Undecided 22 (23%) Poorly 5 (5%) Very Poorly 2 (2%) NA=51 (54%)

Index Area (e.g., Reader's Guide, New York Times Index, etc.)

Frequently used 54 (57%)
Seldom used 30 (32%)
Never used 9 (9%)
NA = 2 (2%)

If you have used the facilities and resources of the Index Area, how satisfactory did you find those resources?

Very Satisfactory 4 (4%) Satisfactory 57 (60% Undecided 9 (9%)
Unsatisfactory 12 (13%) Highly Unsatisfactory 0

Reference Assistance

Frequently used 17 (18%)
Seldom used 64 (67%)
Never used 9 (9%)
NA = 5 (5%)

If you have called upon reference assistance, how considerate was the treatment you received?

Very Considerate 39 (41%) Considerate 35 (37%) Undecided 10 (11%)
Inconsiderate 0 Very Inconsiderate 0 NA= 10 (11%)

The section you have just completed focused upon your impressions of and reactions to Roy O. West Library resources and facilities. The following section of this questionnaire concerns itself with the question of LIBRARY SKILLS. We are very interested in knowing about the level of library proficiency students bring to Roy O. West Library in their search for information. Please complete the following exercise as diligently as possible.

(Please turn this page)

KNOWLEDGE OF LIBRARY SEARCH PROCESS

You are provided LIBRARY AREA identification names (right-hand column). Each library area identification name is given an IDENTIFICATION NUMBER (left-hand column).

IDENTIFICATION NUMBER	LIBRARY AREA
1	Card Catalog
2	Index Area
3	Reference Area
4	Rotary File of Periodical Holdings
5	Periodicals Reading Room
6	New York Times & Index
7	Government Documents
8	Abstracts

DIRECTIONS:
In the following exercise read each item carefully. Decide which area of the library (LIBRARY AREA) is the most logical place to start your search for the information described in the item. Respond to each item by placing the IDENTIFICATION NUMBER of your choice in the blank preceding it.

EXAMPLE:

__1__ Moss, Pete, Better Gardens

After reading this item your decision is that the card catalog is the area in which to start your library search. The identification number for the card catalog is "1": therefore, you place a "1" in the blank preceding "Moss, Pete..."

ITEMS:

NA	W	R	
4	1	90	1. Wilson, John Arthur, Modern Practice in Leather Manufacturing
6	22	67	2. Census data on Putnam County, Indiana
3	4	88	3. A current Newsweek for browsing
7	27	61	4. Summaries of doctoral dissertations
4	16	75	5. You want to make a current comparison of the Indianapolis Star and the Chicago Tribune
4	7	84	6. Games People Play
4	7	84	7. Congressional debates on the Alaskan pipeline
3	22	70	8. Who's who in the humanities

NA = No Answer
W = Wrong Answer
R = Right Answer

IDENTIFICATION NUMBER	LIBRARY AREA
1	Card Catalog
2	Index Area
3	Reference Area
4	Rotary File of Periodical Holdings
5	Periodicals Reading Room
6	New York Times & Index
7	Government Documents
8	Abstracts

NA	W	R		
4	23	68	10.	A professor sends you to read an article in May 1975 Society
5	15	75	11.	Watchmaking information to check out of the library
6	39	50	12.	Look again at an article you read several months ago on wildcat oil drilling
7	6	82	13.	Dictionary of Angels
5	11	79	14.	Does the library subscribe to Ms., Ebony, or Time?
16	24	55	15.	Book with a Superintendent of Documents classification number
7	33	55	16.	Find current information on the fad of tie-dying
5	14	76	17.	Supreme Court decision on abortion
5	21	69	18.	Birthdates for Albert Schweitzer and Lawrence Welk
6	34	55	19.	Day-by-day coverage on the Kent State "incident"
4	24	67	20.	Magazine article on ESP
5	38	52	21.	Review in a magazine on Alistair Cooke's book, America
6	35	54	22.	Bibliography of resources on Black Americans
7	22	66	23.	Ten longest bridges in the world
5	10	80	24.	Organization chart of the U.S. Postal Service
8	26	61	25.	List of colleges offering degrees in Chicano Studies

END -- Thank you

# of Questions Right	# Number of Students
8 or few	3
9-10	1
11-12	2
13-14	4
15-16	16
17-18	18
19-20	20
21-22	19
23-24	7

66 Responses from 123 faculty in the social sciences and humanities

FACULTY LIBRARY QUESTIONNAIRE

1. How do you rate your students' ability to make use of the resources of the Roy O. West Library for term papers, reports, research papers, or similar assignments in your discipline?

   Excellent 2 Good 18 Fair 30 Poor 7 Don't Know 4

2. A student should use the following sources when preparing research papers, reports, term papers, or similar assignments for one of my courses: (Please answer all items)

	Always	Usually	Sometimes	Seldom	Never	No Answer
a. Card Catalog	43	13	4	0	0	0
b. Periodical Indexes and Abstracting Services	27	17	11	5	0	0
c. Bibliographies	19	19	14	4	0	0
d. General Encyclopedias and Dictionaries	8	11	29	7	3	0
e. Subject Encyclopedias and Dictionaries	8	14	25	7	4	0
f. Index to Government Publications	5	4	26	15	10	0
g. Pamphlet File	3	8	20	18	8	0
h. Newspapers (Including Those on Microfilm)	7	8	24	15	3	0

   i. I do not make assignments requiring library use 6

3. If you assign research papers, reports, term papers, or similar assignments, which of the following do you expect to see reflected in your students' work?

	Always	Usually	Sometimes	Seldom	Never	No Answer
a. A Review of Relevant Literature	21	23	13	1	1	0
b. An Annotated Bibliography	14	10	15	16	2	0
c. The Gathering and Interpretation of Statistics	5	4	21	14	12	0
d. Use of Journal Articles	20	24	12	3	0	0

   e. I do not make assignments requiring library use 6

If research papers, reports, term papers, or similar assignments are not required in your courses, please indicate reasons for not doing so. (For example: problems with plagiarism students can't find materials, not appropriate to subject matter, etc.) (Use the back of the page if needed)

4. If you require a bibliography in your assigned papers, what degree of importance do you ascribe to each of the following characteristics of bibliographies?

	Very Important	Important	Unimportant	Very Unimportant
a. Appropriateness of References Made	48	9	1	0
b. Variety of References	17	36	5	0
c. Number of References	9	36	10	2
d. Proper Form of References	17	37	2	0

e. I do not require bibliographies 5

5. Do you explain to your classes the indexes, bibliographies, abstracting services, reference books, etc., available in your discipline?

Always 21 Usually 12 Occasionally 13 Seldom 10 Never 6

If the use of library resources is explained in your classes, by what means is this explanation given? (Circle the most appropriate response)

21 a. During Individual Consultations
28 b. By Devoting a Portion of a Class Period to Such Instruction
4 c. By Devoting an Entire Class Period to Instruction of This Type
5 d. By Devoting More Than One Class Period to Such Instruction
3 e. Other_____

_____

_____

If the use of library resources is not explained in your classes, by what means do you think students learn how to use the library? (Circle the most appropriate response)

4 a. By Picking It Up on Their Own Initiative
3 b. By Learning It in High School
1 c. By Learning It in Other Classes
0 d. From Other Students
11 e. By Asking a Librarian
2 f. Students Do Not Need to Know Library Resources in My Discipline
0 g. Other_____

_____

_____

_____

_____

6. In Reform on Campus (1972) the Carnegie Commission on Higher Education stated that the imparting of skills for continuing self-education, particularly through use of the library, should become more important in higher education (p. 22-23). In your opinion, to what extent do the following assignments impart library skills for a student's "continuing self-education"? (Please check all items on a five-point scale)

	Of Little Value 1	2	3	4	Of Great Value 5
a. Term Papers	0	0	6	24	32
b. Annotated Bibliographies	1	7	19	20	16
c. Book Reviews	3	15	21	16	8
d. Journal Article Reviews	2	12	16	25	8
e. Several Short Papers	2	3	13	25	16
f. Other_____					
_____					

7. Classroom instruction in library skills and techniques should be presented by means of which of the following? (Please rank the top 3 in order of preference, i.e., 1=most important, 2=second most important, 3=third most important)

	1	2	3
a. Within Each Individual Class by the Instructor	10	24	12
b. As a Credit Course in the Department Taught by an Instructor	0	4	2
c. Within Each Individual Class by a Librarian in Collaboration with the Instructor	28	12	8
d. In a Required Class Taken by All Students in the College Taught by Librarians	14	9	5
e. As an Optional, Non-credit Course in the Department Taught by an Instructor	0	3	8
f. As an Optional, Non-credit Course Taught by a Librarian	9	8	16
g. Classroom Instruction is not Needed	0	0	1

8. How many hours would you estimate that it would take to teach use of basic library resources and literature searching techniques to students in your discipline? (Please circle the most appropriate answer)

a. none 0 b. 1 hour 11 c. 1-3 hours 23 d. 4-6 hours 15 e. 6-8 hours 7 f. 8 or more hours 6

9. A librarian-directed review of library resources and literature search techniques in my discipline would be a valuable experience for my students.

Strongly Agree 37 Agree 20 Undecided 6 Disagree 1 Strongly Disagree 0

If such a review were offered by the librarians, would you be willing to cooperate in its development?

Yes 58 No 1 Undecided 5

10. Have you, in the last year, had a librarian in to your classes to explain library resources and literature searching techniques? Yes 15 No 49

Have you, in the last year, discussed with a librarian your assignments which involve library use? Yes 36 No 27

11. In your graduate work, how did you learn to use library resources? (Please circle all appropriate items)

58 a. Learned through My Own Efforts
31 b. Learned from Other Graduate Students
34 c. Learned through Informal Consultations with Professors
21 d. Learned in a Graduate Course in (or as Part of a Course in) Library Usage Taught by a Departmental Instructor
34 e. Learned through Informal Consultation with a Librarian
3 f. Learned in a Graduate Course in Library Usage Taught by a Librarian
1 g. No Need for Use of Library Resources in My Graduate Work
h. Other _____

_____

12. With what approximate freqency do you make use of the resources of the Roy O. West Library? (Please check the most appropriate response)

4 Daily	9 Monthly
13 Three Times Weekly	7 A Few Times a Semester
28 Weekly	3 Rarely

13. To what extent do you rely on your personal collection of materials rather than the collections of the Roy O. West Library? (Please check the most appropriate response)

22 Greatly	1 Scarcely
31 Considerably	0 Not at All
11 Moderately	

14. Optimum use of a college library as a learning tool depends upon the following conditions. Please rank in order of importance (1=most important, etc.) each of the following three conditions.

1	2	3	
36	15	13	The maintenance of collections which are adequate in size and scope to support independent study and investigation
21	29	13	Faculty presentations of a kind which inspire students to use the resources of the library intensively
8	19	37	Library instruction which will enable students to use the library effectively

Comments: _____

_____

_____

15. What is your department? _____

COMMENTS: Please use the attached page to record any comments, criticisms (positive and negative), reactions, and opinions concerning this questionnaire, the Roy O. West Library (policies and characteristics), the teaching of independent study skills, "continuing self-education," etc., which you believe are important.

THANK YOU.

Please return this survey to:

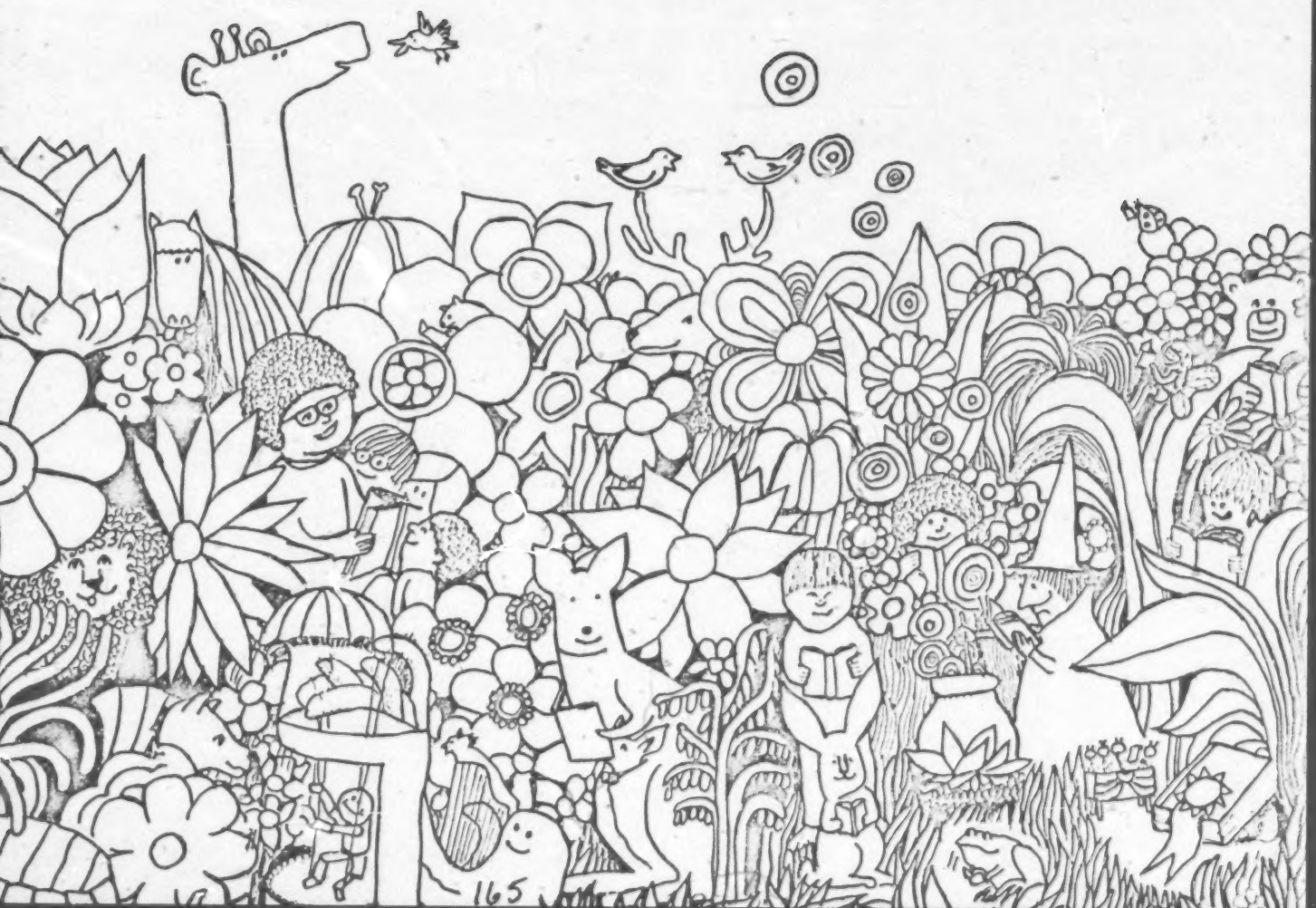
Dr. Nicholas Lovrich Jr.
107A Asbury Hall
DePauw University

Children's Literature

A GUIDE TO FINDING INFORMATION

IN THE ROY O. WEST LIBRARY

compiled by
Kathleen Owens
Reference Librarian



Searching for Information on

CHILDREN'S LITERATURE

in the Roy O. West Library
DePauw University

Certainly no one thinks of the Roy O. West Library as a "children's library," but students of education and children's literature are often surprised at the amount of relevant information available in this college library. This brochure is a guide to finding information about children's literature in the Roy O. West Library, and the use of this guide should facilitate library assignments or independent research in the area of children's literature.

For additional information, please ASK at the REFERENCE DESK.

CONTENTS

I. FINDING BOOKS IN THE ROY O. WEST LIBRARY . . . 2

A. Using the Card Catalog 2
B. Finding Children's Books 3

II. INDEXES AND REVIEWING SOURCES 4

A. Review Magazines 4
B. Indexes 5
C. Other Evaluative Aids 6

III. SELECTED MAJOR SOURCES OF INFORMATION 7

A. Miscellaneous Reference Books. 7
B. Authors and Illustrators 8
C. Books about Children's Literature 9
D. Histories of Children's Literature 11
E. Collections of Children's Literature . . . 12

IV. CHILDREN'S ENCYCLOPEDIAS 12

V. TEXTBOOKS, CURRICULUM & TEACHING MATERIALS . . 14

I. FINDING BOOKS IN THE ROY O. WEST LIBRARY

A. Using the Card Catalog

The card catalog is a familiar tool to most library users. It is important to remember that the card catalog does NOT provide access to all information in the library; the card catalog indexes only the books in the library.

The card catalog in Roy O. West Library contains cards for authors, titles, and subjects of books--and the cards are all filed in one alphabet.

1. Author or Title Search

If you already know the author or title of a particular book appropriate for your needs, then the card catalog search is very easy: you simply check the alphabetical listing in the card catalog under the author or title of the book. If you find a card for the book you want, you can assume that Roy O. West Library owns that book. You will need the call number (upper left corner of the card) to find the book on the shelf.

2. Subject Search

Often you do not know authors or titles, but will be looking for books on a specific subject. Books are listed in the card catalog under subject headings.

You should try to think of various terms which might be used as subject headings for your particular topic. It is not possible to list books under every potential subject heading in the card catalog, so usually the three or four main subjects are chosen for subject headings. To provide consistency and accuracy in the assignment of subject headings, a list has been compiled to show what subject heading will be used in the card catalog if the library has a book on that particular topic. This authority list is:

		Location
Ref. Z 695 .U4749	Library of Congress Subject Headings. This source consists of two large red volumes located in the card catalog area. Since not every possible subject heading can be used in the card catalog, this guide is useful for noting which subject headings are used. If you look under a subject heading not used, this guide will refer you to the appropriate subject heading. Terms listed in bold face are the "approved" subject headings.	Main Floor Card Catalog Area

Important individuals or events may have their own subject headings. Information on lesser known individuals or events may be found in books on broader topics.

Following is a list of some general subject headings relating to children's literature. These are only selected subject headings to give you some ideas on appropriate choices. For more guidance check the Library of Congress Subject Headings or ask at the Reference Desk.

Books and reading for children
Children as authors
Children's literature
Here are entered works dealing with literature written for children. Works dealing with the attitude of children toward, and their interest in, reading books and the development of their interest by parents, teachers, and librarians are entered under Books and reading for children. Literary works written by children are entered under Children's writings. Discussions of their works are entered under Children as authors.
Children's literature - Bibliography
Children's literature - Collections
Children's literature - History and criticism
Children's plays
Children's poetry
Children's stories

B. Finding Children's Books

If you know the author or title of a particular children's book, you can simply search by that information. Searching by subject for children's books themselves (as opposed to books about children's literature) is more tricky. Generally the card catalog will list the non-fiction children's books by their subject with a subdivision for "Juvenile literature"; e.g., a subject heading would be--

Astronomy - Juvenile literature

Probably the easiest method for finding children's books in a collection as small as that in Roy O. West Library is to browse. The books about children's literature are relatively scattered throughout the collection, but the children's books themselves are primarily kept together. The following numbers are the major classes given to the children's books:

PZ5	*All are located on*	*PZ5	*All are located on*
PZ6	*the Main Floor,*	*PZ6	*the Main Floor,*
PZ7	*General Collection,*	*PZ7	*General Collection,*
PZ8	*Regular Shelves*	*PZ8	*Oversize Shelves*
PZ9		*PZ9	
PZ10		*PZ10	

Other higher numbers in the PZ range designate children's books from other countries.

When you are browsing in the children's books, it is important to check both the regular shelves and the oversize shelves since many children's books (especially picture books) are too tall for the normal shelving.

The local public library (Greencastle-Putnam County Library) also has a collection of children's books.

II. INDEXES AND REVIEWING SOURCES

A. Review Magazines

Selection of quality children's books is not always based solely on first-hand observation. In fact, many times the educator, parent, or librarian must rely totally on second-hand evaluations since the book is not immediately available for inspection. In such cases one usually depends on book reviews.

Many magazines and newspapers publish reviews of children's materials, and these evaluations are often prepared by experts. Since so little selection of children's literature is done at Roy O. West Library, a limited number of reviewing sources are purchased, but three of the major sources are available:

	Location
Horn Book Magazine (1940-to date). The most prestigious magazine devoted solely to children's literature. Has many fine articles about writers, illustrators, and special areas of literature and reading. Published 6 times yearly. Indexed in Reader's Guide, Book Review Digest, and Book Review Index.	Third Floor Bound Periodicals
Language Arts (1975-to date). formerly Elementary English (1954-1975). Has a regular column reviewing children's books, as well as articles on children's reading and related subjects. Indexed in Book Review Index and Education Index.	Third Floor Bound Periodicals
The New York Times Book Review (1896-to date). This is Section 7 of the New York Times (Sunday edition). Contains excellent reviews of children's materials. Indexed in Book Review Digest, Book Review Index, and the New York Times Index.	Main Floor Microfilm Area

(Current issues of these magazines are kept in the Current Periodicals Reading Room, Main Floor.)

Some less prominent magazines subscribed to by Roy O. West Library also publish reviews. These titles will be discovered through use of the indexes. The Rotary File, located in the Index Area, lists all magazines Roy O. West Library owns, the inclusive years the library has, and gives the location.

B. Indexes

Indexes provide access to articles in magazines, journals, newspapers, and sometimes books. The following indexes will be helpful for finding reviews of and articles about children's literature.

Very Useful

	Location
Book Review Digest (1905-to date). The major index to book reviews. Published monthly. Indexes more than 5000 selected reviews from 75 magazines annually. Includes excerpts from the reviews and references to the magazines where the entire review can be found. To use the index: Choose the volume for the year the book was published and look under the author's last name. If there is no entry, try the next year. There is a subject and title index at the back.	Main Floor Index Area
Book Review Index (1965-to date). Indexes all reviews in more than 200 magazines. Includes many more citations than Book Review Digest, but does not contain excerpts from the reviews. Use like Book Review Digest.	Main Floor Index Area
Education Index (1928-to date). An author and subject index to educational material in the English language. For reviews look under "Book reviews - Single books" and then alphabetically under the author's last name. This is probably the most useful index for articles about children's literature. Some sample subject headings are: "Children's literature and reading," "Children's plays," "Children's poetry," "Children's stories," "Literature, Influence of," and "Nursery rhymes."	Main Floor Index Area

Somewhat useful

	Location
New York Times Index (1851-to date). An extensive index to a major American newspaper. For articles about children's literature, look under subject. For reviews of children's literature, look under "Book reviews" and then alphabetically by the author of the book.	Main Floor Index Area
Reader's Guide to Periodical Literature (1900-to date). The major index to popular magazines in the U.S. For articles about children's literature, look under subject or author. Bound annual volumes do not list book reviews, but the paper copies (updates) have a special section at the back listing reviews--useful for recent reviews.	Main Floor Index Area

C. Other Evaluative Aids

In addition to articles and reviews in magazines, one can use other secondary sources to evaluate children's literature. While they are not useful for recent publications, many books list bibliographies of well-respected publications. Many excellent bibliographies are provided in the books listed under Part III, Selected Major Sources (below). Other books' sole purpose is to list the "best" of the literature. An example is:

Z 1037 .A67 1971	Children's Books Too Good To Miss, by May Hill Arbuthnot, 1971. A "best books" list by one of the most knowledgeable persons in children's literature. The list is classified by age group and sub-divided by type of book. Most of the entries are annotated.	Main Floor On Reserve (Educ. 301-412)

The American Library Assocation publishes "best books" lists for different age-grouped libraries. Although these are not the most recent editions, the copies in the Roy O. West Library provide examples of the utility of such lists for evaluating collections and purchasing materials:

A Basic Book Collection for Elementary Grades (Z1037/.A47/1956).	Main Floor General Collection
A Basic Book Collection for Junior High Schools (Z1037/.A473/1956).	
A Basic Book Collection for High Schools (Z1037/.A4923/1957).	

III. SELECTED MAJOR SOURCES FOR CHILDREN'S LITERATURE

A. Miscellaneous Reference Books

		Location
Ref. Z 1037 .A1 C482	Children's Books in Print, 1970. A bibliography listing about 38,000 titles. Has author index, title index, and illustrator index. Entries contain price, publisher, grade level, binding, and illustrator. A list of publishers' addresses is in the book.	Main Floor Card Catalog Area
Ref. Z 1037 .W76	Children's Catalog, 12th ed., 1971. Plus Supplements for 1972, 1973, 1974 and 1975. A source listing the "best" books for children in both fiction and non-fiction. Covers books for the approximate range pre-school through 6th grade. Arranged by Dewey Decimals, and has an author, title, subject, and analytical index. Bibliographic information, subject headings, and brief summaries are included with each title listed.	Main Floor Reference Area
LC 2.8 C43 [Gov. Doc.]	Children's Literature: A Guide to Reference Sources, compiled by Virginia Haviland, 1966. Children's Literature: A Guide to Reference Sources, First Supplement, compiled by Virginia Haviland and Margaret N. Coughlan, 1972. Annotated bibliographies which describe "books, articles, and pamphlets selected on the basis of their estimated usefulness to adults concerned with the creation, reading, or study of children's books." Published through the Library of Congress. Sections cover books on History and Criticism, Authorship, Illustration, Bibliography, Books and Children, The Library and Children's Books, International Studies, and National Studies.	Main Floor On Reserve (Eng. 290)
Ref. Z 4983 .F17E2	Index to Fairy Tales, Myths and Legends, by Mary Huse Eastman, 1926. Index to Fairy Tales, Myths and Legends, Supplement, by Mary Huse Eastman, 1937. Index to Fairy Tales, Myths and Legends, Second Supplement, by Mary Huse Eastman, 1952. Index to Fairy Tales, 1949-1972, by Norma Olin Ireland, 1973. These four volumes index under title fairy tales and legends found in books. References are given for variant titles. The last volume in the series also has subject indexing.	Main Floor Reference Area

		Location
Ref. PN 1023 .B7	Index to Children's Poetry, compiled by John E. and Sara W. Brewton, 1942. Index to Children's Poetry, First Supplement, 1954. Index to Children's Poetry, Second Supplement, 1965. "A title, subject, author, and first line index to poetry in collections for children and youth." Continued by Index to Poetry for Children and Young People 1964-1969, below.	Main Floor Reference Area
Ref. PN 1023 .B72	Index to Poetry for Children and Young People 1964-1969, compiled by John E. and Sara W. Brewton and G. Meredith Blackburn III, 1972. Continues the three volumes noted just above. "A dictionary index to 117 collections of poems for children and young people published from 1964 through 1969, with title, subject, author, and first line entries."	Main Floor Reference Area

B. Authors and Illustrators

PN 452 .H65	Books Are By People; Interviews with 104 Authors and Illustrators of Books for Young Children, by Lee Bennett Hopkins, 1969. Gives personal information on 104 authors and illustrators. Includes photographs and some sample illustrations.	Main Floor On Reserve (Educ. 301-412)
*NC 965 .M59 Suppl.	Illustrators of Children's Books: 1946-1956, compiled by Ruth Hill Viguers, Marcia Dalphin, and Bertha E. M. Miller, 1958.	Main Floor On Reserve (Eng. 290)
*NC 965 .K54	Illustrators of Children's Books: 1957-1966, compiled by Lee Kingman, Joanna Foster, and Ruth Giles Lontoft, 1968. Both volumes give an overview of children's book illustration, short biographical sketches of illustrators active during the given time period, and bibliographies of the illustrators and their works.	Main Floor On Reserve (Eng. 290)

		Location
Ref. PN 1009 .A1K8 1951	The Junior Book of Authors, 2d ed., edited by Stanley J. Kunitz and Howard Haycraft, 1951.	Main Floor Reference Area
Ref. PN 1009 .A1F8	More Junior Authors, edited by Muriel Fuller, 1963.	Main Floor Reference Area
Ref. PN 1009 .A1D45	Third Book of Junior Authors, edited by Doris De Montreville and Donna Hill, 1972. A three-volume series providing biographical information on noted authors and illustrators of children's books. Has photographs, a biographical article, a list of selected works, and reference to other articles about the author.	Main Floor Reference Area

C. Books About Children's Literature

PZ 5 .H736 Bo3	A Book of Children's Literature, 3d ed., edited by Lillian Hollowell, 1966. A textbook incorporating both excerpts from the literature and a large amount of critical comment. Covers all types of children's literature, social and historical backgrounds, and evaluation and selection criteria.	Main Floor On Reserve (Educ. 301-412)
PN 1009 .A1A7 1972	Children and Books, 4th ed., by May Hill Arbuthnot and Zena Sutherland, 1972. Covers general criteria for evaluating children's books and specific criteria for the various genres togehter with criticism of outstanding examples. Has full bibliographies.	Main Floor On Reserve (Eng. 290)
LB 1575 .H8	Children's Literature in the Elementary School, by Charlotte S. Huck and Doris A. Young, 1961. A textbook "written from the point of view of the elementary classroom teacher who needs to know the literature which is available for children, criteria for evaluating books, and ways of using them in the curriculum."	Main Floor On Reserve (Eng. 290)

		Location
Z 1037 .A1G53	Creative Growth through Literature for Children and Adolescents, by Margaret C. Gillespie and John W. Conner, 1975. A children's literature textbook illustrating "the relationship between developmental stages and the literature that young people find relevant at various stages of their growth." Has extensive bibliographies.	Main Floor General Collection
PN 1009 .A1S58	A Critical Approach to Children's Literature, by James S. Smith, 1967. A college English teacher critiques children's literature based on the assumption that "children's literature, like all other literature, is susceptible of serious critical analysis and understanding."	Main Floor On Reserve (Eng. 290)
PN 1009 .A1L3 1972	Down the Rabbit Hole: Adventures and Misadventures in the Realm of Children's Literature, by Selma G. Lanes, 1972. A book discussing the literary merits of books for children by a writer and reviewer of children's books.	Main Floor On Reserve (Eng. 290)
Z 1037 .L53	An Introduction to Children's Literature, by Mary J. Lickteig, 1975. "This book has two purposes: to introduce the reader to a variety of books written for children and to help in planning the reading environment of home, school, and library." Has extensive bibliographies.	Main Floor General Collection
Z 1037 .G83	A Multimedia Approach to Children's Literature; A Selective List of Films, Filmstrips, and Recordings Based on Children's Books, by Ellin Greene and Madalynne Schoenfeld, 1972. Designed as a buying guide to book-related nonprint materials for use with children from pre-school to grade 8. Covers approximately 425 books, 175 16mm films, 175 filmstrips, and 300 recordings. Has brief annotations.	Main Floor On Reserve (Eng. 290)

D. Histories of Children's Literature

		Location
*Z 1037 .A1J3	Children's Books of Yesterday, by Philip James, 1933. A collection of plates reproducing pages from the very earliest children's books.	Main Floor On Reserve (Eng. 290)
PN 1009 .A1M4	A Critical History of Children's Literature, by Cornelia Meigs, Anne Eaton, Elizabeth Nesbitt, and Ruth Hill Viguers, 1969. A notable work by leading authorities. Chronologically arranged, giving emphasis to significant trends in children's literature, authors, illustrators, and publishers. Has bibliographies.	Main Floor On Reserve (Eng. 290)
PN 1009 .A1S55	Fifty Years of Children's Books, 1910-1960: Trends, Backgrounds, Influences, by Dora Valentine Smith, 1963. A concise, readable account of children's book publishing between 1910 and 1960. Excellent references and bibliographies.	Main Floor General Collection
Z 1037 .S648	A History of the Newbery and Caldecott Medals, by Irene Smith, 1957. Describes how the awards came into existence, how selections are made, and the books winning the awards. The appendix simply lists winners and runners-up.	Main Floor On Reserve (Eng. 290)
Z 1037 .A2N48	Newbery and Caldecott Medal Books 1966-1975, edited by Lee Kingman, 1975. Similar to Newbery Medal Books: 1922-1955, below. Contains book notes, excerpts from the books, acceptance speeches, biographical notes, and selected illustrations.	Main Floor General Collection
Z 1035 .A2M5	Newbery Medal Books: 1922-1955, edited by Bertha E. M. Miller and Elinor W. Field, 1955. Includes the authors' acceptance papers, book notes, excerpts from the books, and biographical notes.	Main Floor On Reserve (Eng. 290)
Z 1037 .T92 1968	Pages and Pictures from Forgotten Children's Books, by Andrew W. Tuer, 1968. A collection of reprints from books by authors and artists "of no repute."	Main Floor On Reserve (Eng. 290)

E. Collections of Children's Literature

Note: There are many quality anthologies of children's literature. The following are selected representatives of well-known collections.

		Location
PN 6110 .C4J64 1970	Anthology of Children's Literature, by Edna Johnson, Evelyn R. Sickels, and Frances Clarke Sayers, 4th ed., 1970. An anthology of nursery rhymes, poetry, epics, mythology and folklore, fiction, and non-fiction for children. Appendices include notes on story-telling, the history of children's literature, illustrators of children's books, children's book awards, graded reading lists and biographical sketches.	Main Floor General Collection
PZ 5 .A64 Ar8	The Arbuthnot Anthology of Children's Literature, by May Hill Arbuthnot and others, 1971. Planned "as a source book for classes in children's literature and as a collection of materials to be enjoyed with children. . . ." "Presents a balanced offering of different types of literature for children of all ages. . . ."	Main Floor General Collection
PZ 5 .N35Co	A Comparative Anthology of Children's Literature, compiled by Mary Ann Nelson, 1972. Assumes that a comparative approach is "the most effective method of developing literary evaluation skills." Works are anthologized to demonstrate three modes of comparison: critical, historical, and cross-cultural.	Main Floor General Collection
PN 6110 .C4053	The Oxford Nursery Rhyme Book, assembled by Iona and Peter Opie, 1955. A collection of 800 "rhymes and ditties"--"infant jingles, riddles, catches, tongue-trippers, baby games, toe names, maxims, alphabets, counting rhymes, prayers, and lullabies. . . ."	Main Floor On Reserve (Eng. 290)

IV. CHILDREN'S ENCYCLOPEDIAS

The following are four children's encyclopedias owned by Roy O. West Library. The first three are located near the Reserve Desk (Main Floor). World Book, because of its more general appeal, is kept in the Reference Area (on the bookcase in the middle) with other adult encyclopedias.

Location

The American Educator Encyclopedia, 1968. Main Floor Reserve Area

Designed for ages 9 through popular adult, and is a curriculum-oriented general reference encyclopedia. One unique feature is the provision of test questions at the end of major articles. No master index. A full review can be found in General Encyclopedias in Print, pp. 91-96 (Ref./Z1035/.G4x/1973-74). Generally not rated as highly as Compton's or World Book, but given good reviews.

Brittanica Junior Encyclopaedia, 1975. Main Floor Reserve Area

Designed for ages 7-14, and is useful as a preparatory source of reference for those who move on to the Encyclopaedia Britannica. Subject coverage is quite broad and reasonably comprehensive. Vol. 1 is an index which also includes "quick facts" for ready reference. A full account of advantages and disadvantages can be found in General Encyclopedias in Print, pp. 112-117 (Ref./Z1035/.G4x/1973-74). The latter source also lists critical reviews of the encylopedia. Generally not rated as highly as Compton's or World Book, but given good reviews.

Compton's Encyclopedia and Fact-Index, 1973. Main Floor Reserve Area

Designed for ages 9 through popular adult, and created expressly for the needs of young persons in the upper elementary grades through high school. The "fact index" runs throughout the set and is found at the back of each volume. A two volume master index at the end covers both the main text and the fact index. A full review can be found in General Encyclopedias in Print, pp. 33-40 (Ref./Z1035/.G4x/1973-74). A highly rated encyclopedia.

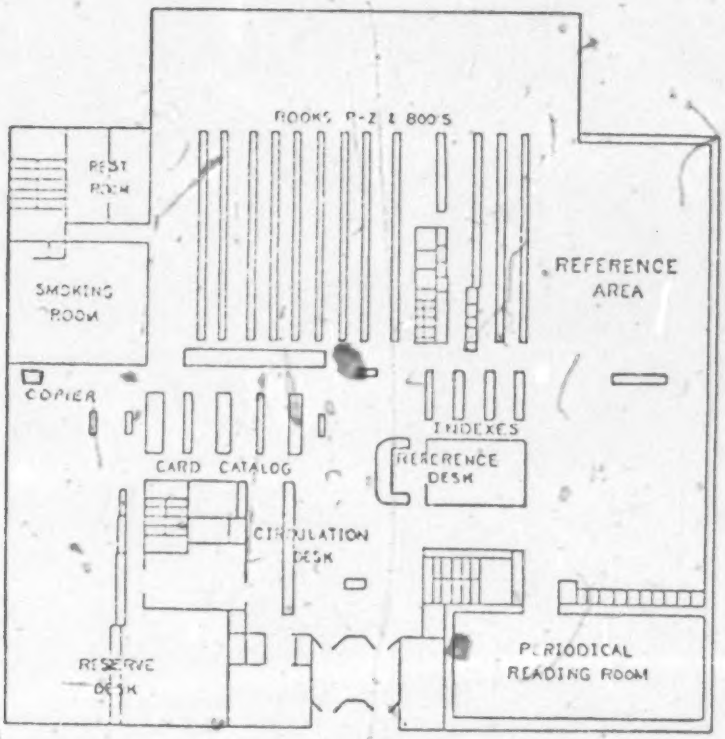
World Book Encyclopedia, 1977. Main Floor Reference Area

Designed for ages 9 through popular adult, and specifically "created to serve the informational needs of the entire family." Vol. 22 is a comprehensive index and "research guide." For a full review see General Encyclopedias in Print, pp. 47-54 (Ref./Z1035/.G4x/1973-74). Highly rated and a "best-seller".

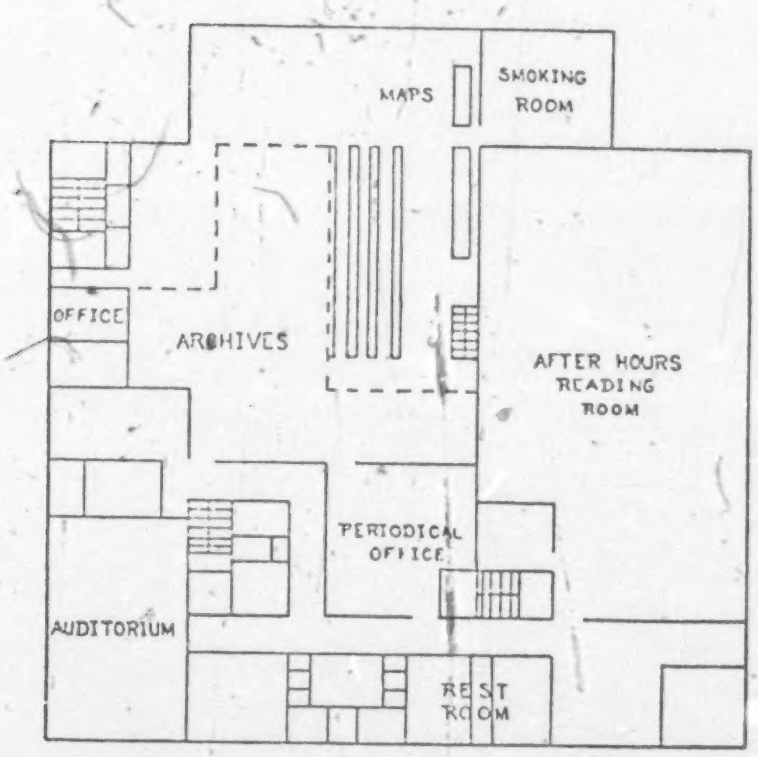
V. TEXTBOOKS, CURRICULUM, & TEACHING MATERIALS

Two special collections of teaching materials exist on the DePauw campus. The first collection is in the Roy O. West Library near the Reserve Desk (Main Floor, southeast corner). These are older curriculum materials.

A collection of more recent teaching materials is housed in the Education Department (Ground Floor, Asbury Hall).

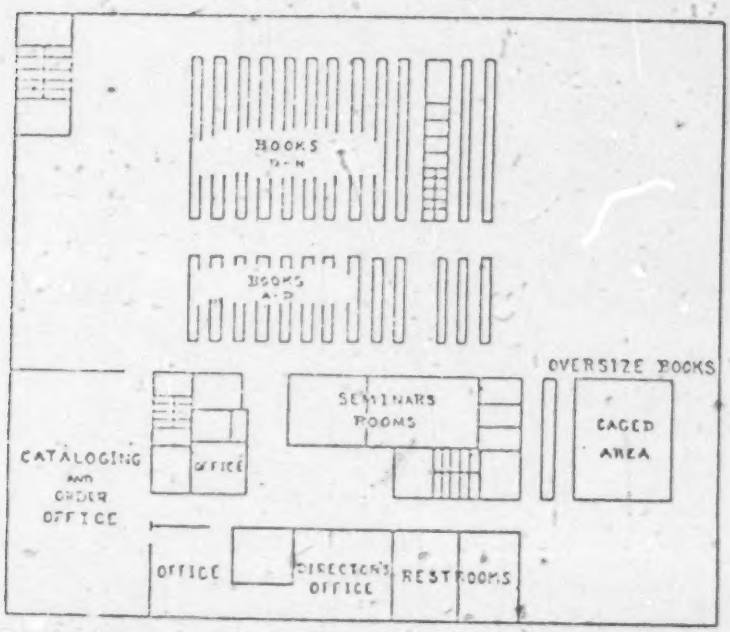


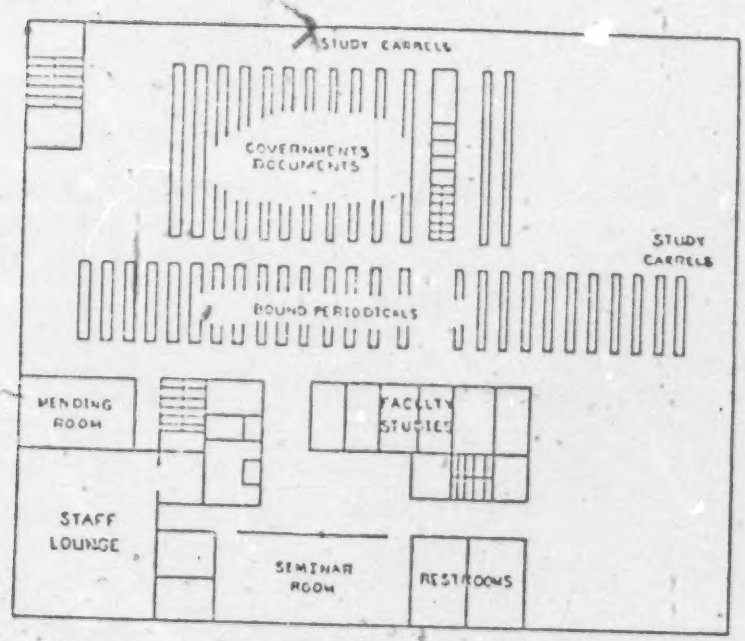
MAIN FLOOR



GROUND FLOOR

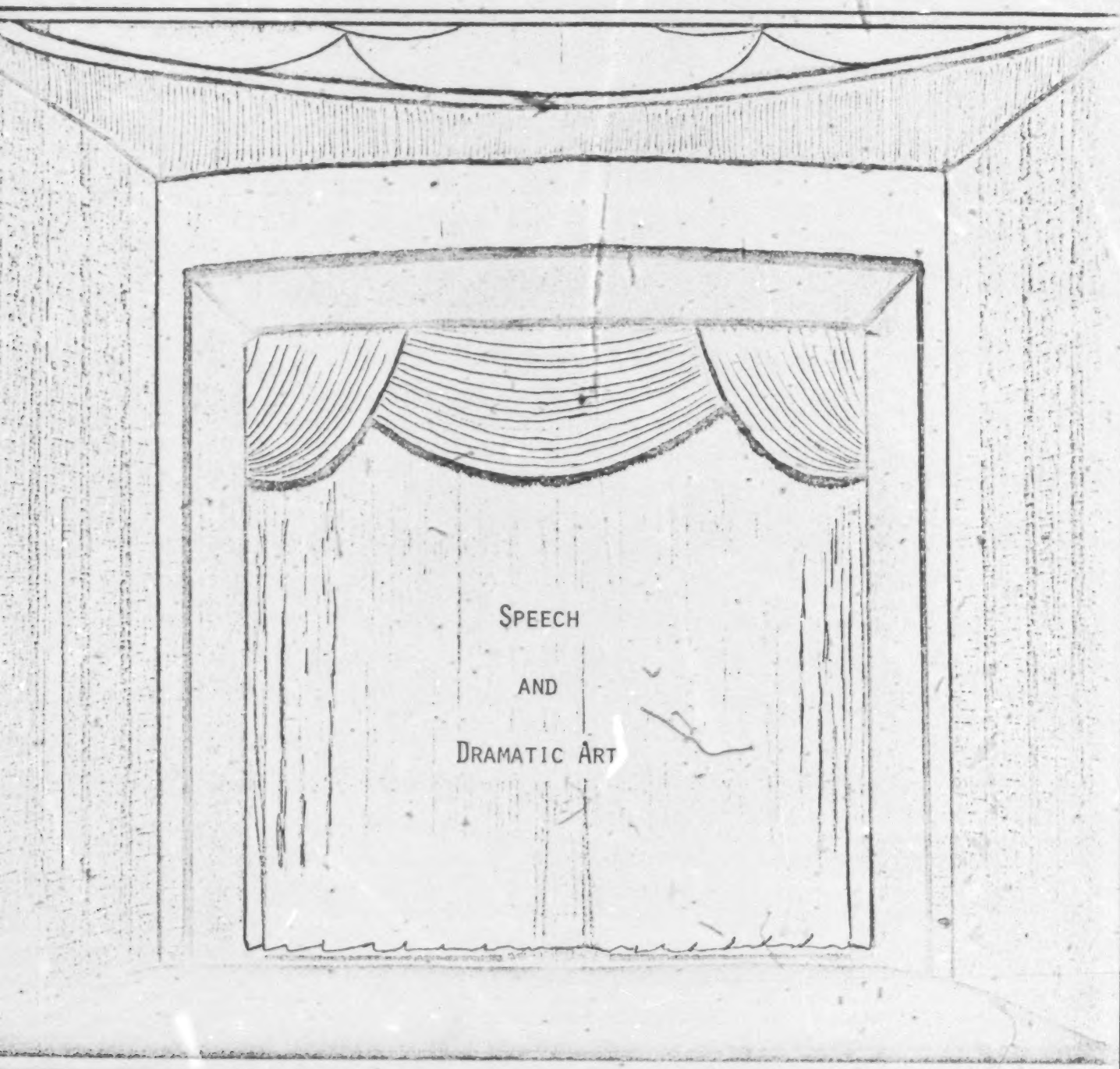
SECOND FLOOR





THIRD FLOOR

A GUIDE TO FINDING INFORMATION ABOUT



SPEECH

AND

DRAMATIC ART

IN THE ROY O. WEST LIBRARY

Finding Information about

SPEECH AND DRAMATIC ART

in the Roy O. West Library

Prepared by
Kathleen Owens
and
Larry Hardesty
Reference Librarians

Information concerning Speech and Dramatic Art can be found in many library sources. The following guide is only an introduction to selected major sources.

FOR ADDITIONAL ASSISTANCE PLEASE ASK AT THE REFERENCE DESK.

With Speech and Dramatic Art, as with most disciplines, the information sources in the library can be approached in such a manner that a search strategy can be outlined. In general the search strategy is a building process through which the researcher can start with simple sources with brief information and move on to complex sources with more in-depth information.

The first step in researching a topic is to acquire general background information. How much background information is necessary depends on how much you already know about a topic. Know the "basics" before attempting to deal with the more complex information. General encyclopedias give good background information. Specialized sources for speech and dramatic art are listed under Part I, "Using Reference Sources." This list includes some of the most basic books in this field; just browsing through the titles should be profitable.

The second stage of the process involves expanding the search to include the in-depth information found in books, magazines, and newspapers. Access to the information in magazines and newspapers is provided through indexes and abstracting services, and use of these sources is described in Part II. Access to the information in books is provided through the card catalog, and use of the card catalog is described in Part III.

Another major collection in the library warrants mention, although its usefulness is limited with respect to speech and dramatic art. This collection is the United States government publications, and these publications can be accessed only through a special index. If you have a topic which you suspect might be covered in government publications, please ask at the Reference Desk for some specialized help.

CONTENTS

I. USING REFERENCE SOURCES *(for background information)* 2

A. Basic Reference Sources 2
B. Bibliographies 3
C. Biographical Sources 4
D. Histories 5

II. USING INDEXES AND ABSTRACTING SERVICES 7
(for newspapers and magazines)

III. USING THE CARD CATALOG *(for books)* 10

I. USING REFERENCE SOURCES

A. Basic Reference Sources

		Location
Ref. PN 2035 .H3 1967	The Oxford Companion to the Theatre, 3d ed., by Phyllis Hartnoll, 1967. International in scope and covering all periods of history, with emphasis on the popular rather than on the literary theater and on the actor rather than on the dramatist. Opera and ballet are each treated in a single article; the cinema is omitted.	Main Floor Reference Area
Ref. PN 2035 .T3 1966	The Penguin Dictionary of the Theatre, by John Russell Taylor, 1966. A handy little volume with a certain emphasis on contemporary plays and playwrights. Plays, players, playwrights, theater terms, etc., are all included.	Main Floor Reference Area
Ref. PN 1625 .G3 1969	The Reader's Encyclopedia of World Drama, by John Gassner and Edward Quinn, 1969. In addition to entries for playwrights, selected titles, and types of drama, there are articles giving brief historical surveys of the development of the theater in individual countries.	Main Floor Reference Area
Ref. AI 3 .S85 1966	Speech Index; An Index to 259 Collections of World Famous Orations and Speeches for Various Occasions, 4th ed., by Roberta B. Sutton 1966. A dictionary catalog with entries for each oration under author, subject, and type of speech.	Main Floor Reference Area

		Location
Ref. PN 2035 .L6 1968	Theatre Backstage from A to Z, by Warren C. Lounsbury, 1967. A manual in dictionary form of the technical aspects of theatrical production.	Main Floor Reference Area
no call number	Vital Speeches of the Day. Monthly. This monthly magazines prints in full the important addresses of contemporary leaders of public opinion in the fields of economics, politics, education, sociology, business, labor, etc. The magazine is indexed in Reader's Guide.	1940-1969: 3rd Floor; 1969+ : Microfilm Main Floor

B. Bibliographies

Z 6935 .S75	American Theatrical Periodicals, 1789-1967; A Bibliographical Guide, by Carl Joseph Stratman, 1970. Lists nearly 700 titles in chronological sequence. Indicates library locations whenever possible, with notes on missing issues. Index of titles, names of editors, etc.	Main Floor General Collection
Z 7161.5 .K75 1975	Argumentation and Debate: A Classified Bibliography, by Arthur N. Kruger, 1975. A comprehensive, classified bibliography of books and articles in English, primarily of the 20th century. Covers all phases of debating.	Main Floor General Collection
Z 5784 .A27A5x	A Bibliography on Theatre and Drama in American Colleges and Universities, 1937-1947, by the American Educational Theatre Association. Contains 2522 entries--books, articles, published original plays and designs, and theses and dissertations. Arranged by subject; author index.	Main Floor General Collection
Z 2014 .D7A74 1970	English Theatrical Literature, 1559-1900; A Bibliography, Incorporating Robert W. Lowe's *A Bibliographical Account of English Theatrical Literature* Published in 1888, by James F. Arnott and John W. Robinson, 1970. A revised and expanded edition of Lowe's work, which was an annotated listing of theatrical literature as distinguished from dramatic literature, thus omitting plays and critical accounts of them. Indexes by author, title, and place of publication.	Main Floor General Collection

		Location
Z 6514 .S7C5	Rhetoric and Public Address: A Bibliography, 1947-1961, by James W. Cleary and Frederick W. Haberman, 1964. An alphabetically arranged list of 8035 items with subject index. Also a list of practitioners and an index of reviewers.	Main Floor General Collection
Ref. Z 5781 .B18	Theatre and Allied Arts: A Guide to Books Dealing with the History, Criticism, and Technique of the Drama and Theatre and Related Arts and Crafts, by Blanch M. Baker, 1952. Based on the author's Dramatic Bibliography. An annotated listing of about 6000 titles in three parts: 1) Drama, theatre and actors; 2) Stagecraft and allied arts of the theatre; 3) Miscellaneous reference material. Items included were published between 1885 and 1948, with a few later titles. Indexes by author and subject.	Main Floor Reference Area

C. Biographical Sources

Note: The following are biographical works directly related to the theater. Numerous general biographical sources exist; for a list please refer to the library guide Searching for Biographical Information.

PA 83 .A5	Ancient Greek and Roman Rhetoricians; A Biographical Dictionary, by Robert W. Smith [and others], 1968. Includes biographies of figures who "contributed to the theory or pedagogy of public address or had taught rhetoric in the ancient Greek and Roman world."--Pref.	Main Floor General Collection
Ref. PN 2597 .H5	A Biographical Dictionary of Actors, Actresses, Musicians, Dancers, Managers & Other Stage Personnel in London, 1660-1800, v. 1-2, by Philip H. Highfill, Kalman A. Burnim, and Edward A. Langhans, 1973- (in progress). Contents: v.1-2, Abaco-Byrand. An ambitious undertaking, the finished work promises to be a mine of information. "The purpose of these volumes is to provide brief biographical notices of all persons who were members of theatrical companies or occasional performers . . . in London and its immediate environs from the Restoration of Charles II in 1660 until the end of the season 1799-1800."--Pref.	Main Floor Reference Area

		Location
Ref. PN 2285 .R5	The Biographical Encyclopaedia and Who's Who of the American Theatre, edited by Walter Rigdon, 1966. Offers detailed biographical sketches of some 3350 living persons (actors, directors, playwrights, designers, etc.) who have been active in the American theater.	Main Floor Reference Area
PN 2597 .N8	Dictionary of Actors and of Other Persons Associated with the Public Representation of Plays in England before 1642, by Edwin Nungezer, 1929. Brings together information on early players, with references to sources.	Main Floor General Collection

D. Histories

PN 2277 .N504	Annals of the New York Stage, 15 vols, by George C. D. Odell, 1927-49. A very full account of the history of the stage in New York City, covering actors, plays, theaters, etc., with the historical background of each period from about 1699-1894.	Main Floor General Collection
PN 2101 .N5 1958a	The Development of the Theatre: A Study of Theatrical Art from the Beginnings to the Present Day, 4th ed., by Allardyce Nicoll, 1958. Concerned mainly with theatrical buildings, designs, arrangements, and equipment. Emphasis is on the English stage.	Main Floor General Collection
NA 6830 .Y67	Documents of American Theater History, by William C. Young, 1973- (in progress). Contents: v.1, Famous American playhouses, 1716-1899; v.2, Famous American playhouses, 1900-1971. Types of documents include diaries, letters, journals, newspaper articles and reviews, magazine articles, etc.	Second Floor General Collection
PS 400 .S66	A History and Criticism of American Public Address, 3 vols, 1943-55. Chapters written by specialists treat the great speakers of America, from Jonathan Edwards to Franklin Delano Roosevelt, with extensive footnotes and bibliographies.	Main Floor General Collection
PN 2104 .M3 1937	A History of Theatrical Art in Ancient and Modern Times, 6 vols, by Karl Mantzius, 1937. Translation of Skuespilkunstens historie.... Contents: v.1, Earliest times; v.2, Middle Ages and Renaissance; v.3, Shakespearean period in England; v.4, Moliere and his times; the theatre in France in the 17th century; v.5, The great actors of the 18th century; v.6, Classicism and romanticism (tr. by C. Archer).	Main Floor General Collection

		Location
PN 2592 .L6	The London Stage, 1660-1800: A calendar of plays, entertainments and afterpieces, together with casts, box-receipts and contemporary comment, comp. from the playbills, newspapers and theatrical diaries of the period, 5 pts. in 11 vols, 1960-68. An important, scholarly work providing a vast amount of information on the stage productions of the period. The theatrical seasons are arranged chronologically, listing plays, casts, etc., with an index in each volume.	Main Floor General Collection
*PN 2596 .L6H595	London Theatres and Music Halls, 1850-1950, by Diana Howard, 1970. Pt. 1, "The directory of theatres, music halls, and pleasure gardens," attempts to list every commercial stage in London during the period 1850-1950. A second part offers a bibliography of bibliographies, a calendar of official records, a list of newspapers and periodicals, and a list of monographs on the history of the theatre.	Main Floor Oversize General Collection
*PN 2071 .G4N5 1963	Masks, Mimes and Miracles: Studies in the Popular Theatre, by Allardyce Nicoll, 1963. A historical survey from the earliest times through the 17th century, with special emphasis on the commedia dell' arte.	Main Floor Oversize General Collection
PN 2101 .N3x 1959	Sources of Theatrical History, by Alois M. Nagler, 1952. Lists primary sources, with long annotations, from the Greek classical theater to the end of the 19th century.	Main Floor General Collection
PN 6121 .B85 1923	World's Best Orations; From the Earliest Period to the Present Time, 10 vols, by David J. Brewer [and others], 1901. Arranged alphabetically by author. Gives for each a brief biographical sketch and selected orations. Indexes: 1) orators; 2) subjects; 3) chronological index of orators; 4) chronological index of periods and events; 5) chronological indexes of law, government and politics, of religion and philosophy, of literature; 6) general index of orators, subjects, events, etc.	Main Floor General Collection

II. USING INDEXES AND ABSTRACTING SERVICES

Indexes provide access to information in magazines, journals, newspapers, and occasionally books. The following are useful for finding information about speech and dramatic art.

A. Very Useful

		Location
	Education Index. 1929-to date. An index to over 200 magazines relating to education (including speech).	Main Floor Index Area
	Humanities Index. 1974-to date. Formerly part of Social Sciences and Humanities Index (prior to 1974). Indexes over 260 journals in the humanities (including dramatic art).	Main Floor Index Area
Ref. PN 4071 .M3	Index to Journals in Communication Studies through 1974, by Ronald J. Matlon and Irene R. Matlon, 1975. Part I reproduces the Table of Contents from 13 major magazines in the field of communication. Part II is a subject index to the contents listings. Part III indexes the contributors. This is an extremely useful index for the field of communication. One drawback is that coverage stops with 1974--hopefully a supplement will be issued.	Main Floor Reference Area

B. Medium Usefulness

	Business Periodicals Index. 1958-to date. An index to over 100 magazines relating to various aspects of business.	Main Floor Index Area
	New York Times Index. 1851-to date. The best indexed American newspaper is the New York Times. The newspaper itself is available on microfilm.	Main Floor Index Area
	Psychological Abstracts. 1927-to date. Covers the world's literature in psychology and related fields. Foreign language titles are abstracted in English. Caution: Psych Abstracts covers many, many more journals than Roy O. West Library receives; it can be frustrating to use this source.	Main Floor Abstracts Area

	Location
Public Affairs Information Service (P.A.I.S.). 1915-to date. A subject index to "current books, pamphlets, periodical articles, government documents, and other materials in the field of economics and public affairs."	Main Floor Index Area
Reader's Guide to Periodical Literature. 1907-to date. A subject and author index to over 100 magazines of popular interest.	Main Floor Index Area
Social Sciences and Humanities Index. 1962-1974. (Formerly International Index to Periodicals, 1920-1962) Indexes over 200 journals and in 1974 was divided into two indexing services: Humanities Index and Social Sciences Index.	Main Floor Index Area
Social Sciences Index. 1974-to date. Formerly part of Social Sciences and Humanities Index. Indexes over 260 journals in the social sciences.	Main Floor Index Area
Sociological Abstracts. 1959-to date. International coverage of journals in sociology. Abstracts in 19 languages, but the majority are in English. Caution: Sociological Abstracts covers many, many more journals than Roy O. West Library receives; it can be frustrating to use this source.	Main Floor Abstracts Area

Another way to assess the usefulness of various indexes for your purposes is to see which journals are indexed in those sources. On the following page is a list of the major journals in speech and dramatic art. This list shows for which years the library receives the magazines; a plus sign (+) indicates the library is currently subscribing to the magazine. The chart also shows in which indexes or abstracts the magazines are indexed. This should help you choose which index to begin with in your search for information.

	Index to Journals in Communication Studies through 1974	Education Index	Social Sciences and Humanities Index	Humanities Index	Sociological Abstracts	Psychological Abstracts	P.A.I.S.	Business Periodicals Index	Reader's Guide
American Speech. v.1, 1925+			X	X	X				
AV Communication Review. v.9, 1961+		X			X	X			
Broadcasting. v.59, 1960+								X	
Broadcasting and the Law. v.4, 1974+									
Central States Speech Journal. v.20, 1969+	X				X	X			
Communication. v.1, 1974+					X	X			
Communication Education. v.25, 1976+ formerly: Speech Teacher	X	X			X	X			
Communication Monographs. v.43, 1976+ formerly: Speech Monographs	X	X			X	X			
Communication Research. v.1, 1974+					X	X	X		
Comparative Drama. v.1, 1967+				X					
Drama Review. v.12, 1968+ formerly: Tulane Drama Review			X	X					
Educational Theatre Journal. v.15, 1963+		X	X	X					
Journal of Broadcasting. v.1, 1956+	X			X	X		X		
Journal of Communication. v.20, 1970+	X	X			X	X			
Journal of Speech & Hearing Disorders. v.1, 1396+ formerly: Journal of Speech Disorders.		X			X	X			
Journalism Quarterly. v.38, 1961+	X			X	X	X	X		
Mass Comm Review. v.1, 1973+									
Modern Drama. v.1, 1958+			X	X					
Philosophy and Rhetoric. v.9, 1976+	X				X				
Public Telecommunications Review. v.1,1973+					X		X		
Quarterly Journal of Speech. v.1, 1915+	X	X			X	X			
Speaker & Gavil. v.1, 1963+									
Speech Monographs. v.1-42, 1934-1975. see: Communication Monographs	X	X			X	X			
Speech Teacher. v.1-24, 1952-1975. see: Communication Education	X	X			X	X			
Television Quarterly. v.1, 1962+									
Theatre Notebook. v.13, 1958+				X					
Vital Speeches of the Day. v.7, 1940+									X

III. USING THE CARD CATALOG

The card catalog provides access to the books in the library. Books are listed alphabetically under the author, title, and subject headings. A more comprehensive explanation on Using the Card Catalog is available on the Library Guides stand in the main foyer of the library.

A. Author or Title Search

If you already know the author or title of a particular book appropriate for your needs, then the card catalog search is very easy: you simply check the alphabetical listing in the card catalog under the author or title of the book. If you find a card for the book you want, you can assume that Roy O. West Library owns that book. You will need the call number (upper left corner of the card) to find the book on the shelf.

B. Subject Search

Often you do not know authors or titles, but will be looking for books on a specific subject. Books are listed in the card catalog under subject headings.

You should try to think of various terms which might be used as subject headings for your particular topic. It is not possible to list books under every potential subject heading in the card catalog, so usually the three or four main subjects are chosen for subject headings. To provide consistency and accuracy in the assignment of subject headings, a list has been compiled to show what subject heading will be used in the card catalog if the library has a book on that particular topic. This authority list is:

Ref.	Library of Congress Subject Headings.	Location
Z 695 .U4749	This source consists of two large red volumes located in the card catalog area. Since not every possible subject heading can be used in the card catalog, this guide is useful for noting which subject headings are used. If you look under a subject heading not used, this guide will refer you to the appropriate subject heading. Terms listed in bold face are the "approved" subject headings.	Main Floor Card Catalog Area

Important individuals or events may have their own subject headings. Information on lesser known individuals or events may be found in books on broader topics.

Following is a list of general subject headings relating to speech and dramatic art. These are only selected subject headings to give you some ideas on appropriate choices. For more guidance check the Library of Congress Subject Headings or ask at the Reference Desk.

Acting
Actors
Actresses

Choral speaking
Communication
Communications research

Debates and debating
Drama
Drama - History and criticism
Drama - Technique

Expression

Language and languages

Mass media
Mime
Motivation (Psychology)

Nonverbal communication

Oral communication
Oral interpretation
Orations
Oratory

Pantomime
Performing arts
Persuasion (Psychology)
Persuasion (Rhetoric)
Phonetics
Propaganda
Public Speaking

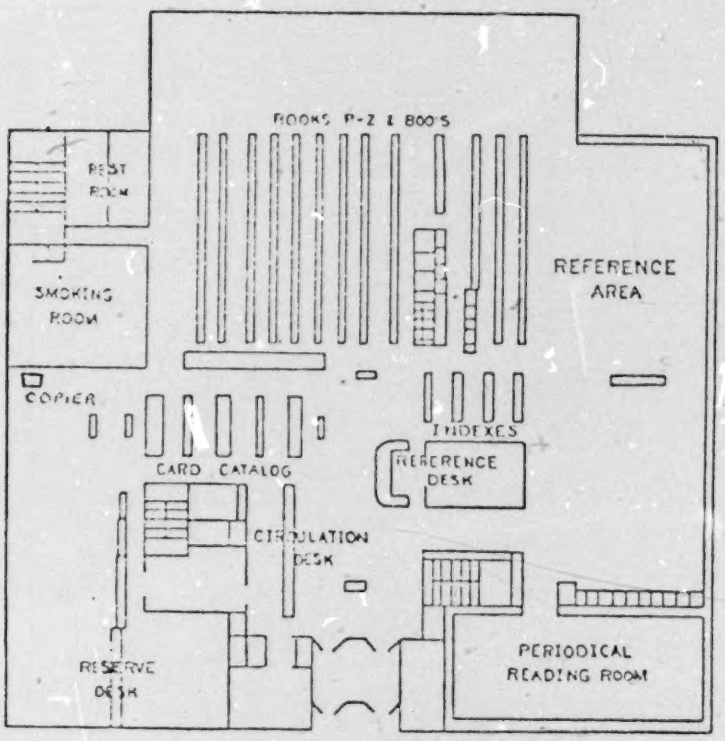
Readers and speakers
Rhetoric

Small groups
Social groups
Speech
Speeches, addresses, etc.
Story-telling

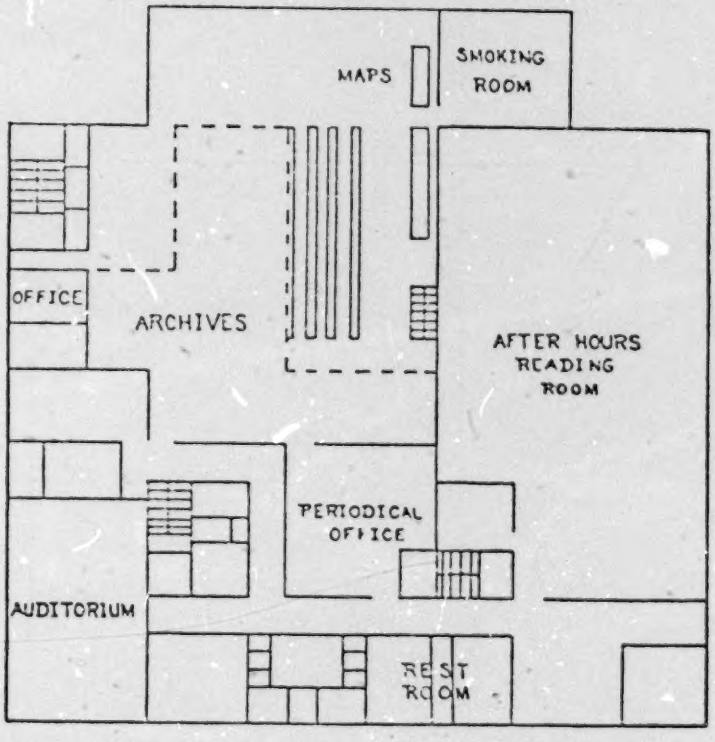
Theater

May 1977

FLOOR MAPS

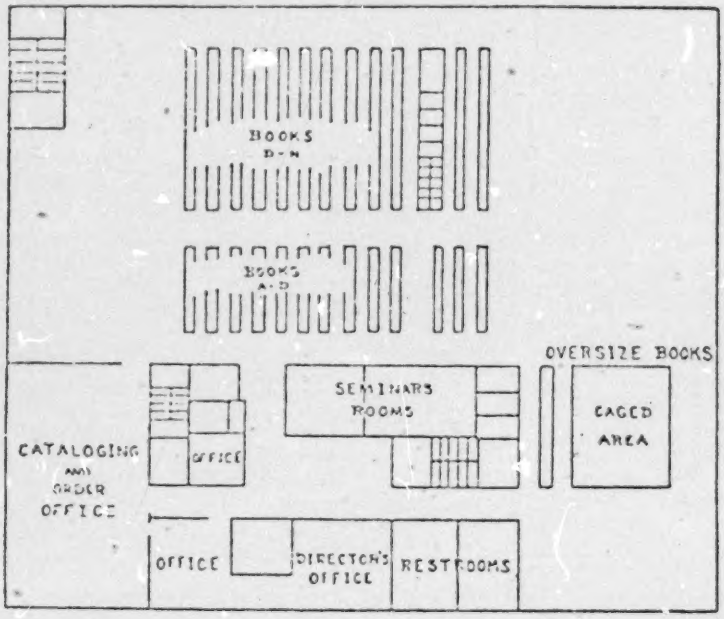


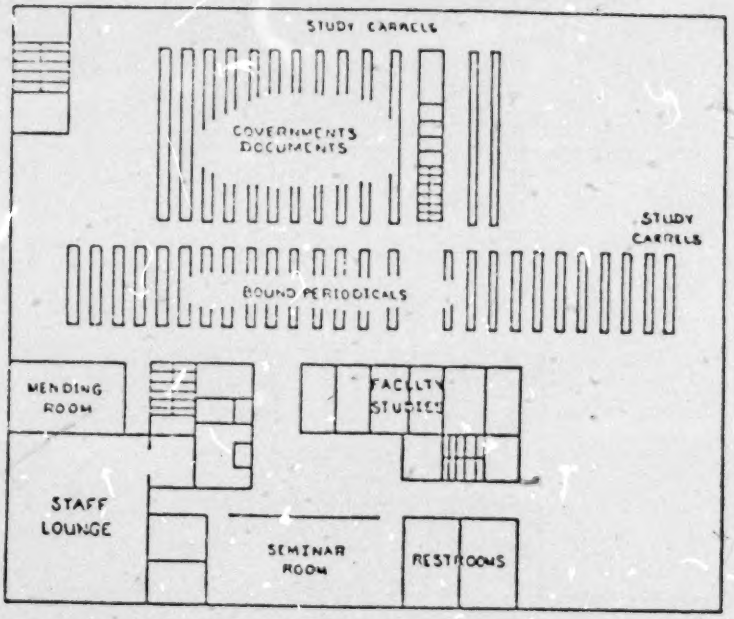
MAIN FLOOR



GROUND FLOOR

SECOND FLOOR





THIRD FLOOR